DOCUMENT RESUME

ED 409 529 CS 012 835

TITLE	Colorado Student Assessment Program: 1997 Demonstration Booklet, Grade 4 Reading and Writing [and] Colorado Student Assessment Program: 1997 Administration Manual, Grade 4 Reading and Writing.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	97
NOTE	98p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Achievement Tests; *Grade 4; Intermediate Grades; Reading Achievement; *Reading Tests; Test Manuals; *Testing; Writing Achievement; *Writing Tests
IDENTIFIERS	*Colorado Student Assessment Program

ABSTRACT

These two booklets contain a variety of information about the Colorado Student Assessment Program (CSAP), which assessed for the first time in April 1997 all fourth-grade classrooms in the content areas of reading and writing. The first booklet, the Demonstration Booklet, discusses the history and purpose of the assessment; assessment design; important dates; accommodations; students with disabilities for whom the assessment may be inappropriate; limited English proficient students; assessment procedures; reading assessment; sample reading items; writing assessment; sample writing items; and preliminary writing rubrics. The second booklet, the Administration Manual, is intended for use by those coordinating and administering the CSAP. After an introduction, sections of the booklet are General Administration Information; Instructions for District and School Coordinators Prior to Testing; Instructions for Test Administrators Prior to Testing; Administering the Grade 4 Reading Test; Administering the Grade 4 Writing Test; Instructions for Test Administrators Following Testing; Instructions for School Coordinators Following Testing; and Instruction for District Assessment Coordinators Following Testing. Appendixes contain a sample student data grid; a school list; and information on: (1) students with disabilities for whom the assessment may be inappropriate; (2) accommodations; and (3) limited English proficient students. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS

COLORADO

Student Assessment Program

ED 409 529

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N. Bolt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS012835

1997 DEMONSTRATION BOOKLET

GRADE 4

READING AND WRITING

BEST COPY AVAILABLE

CSAP

68939

Colorado State Board of Education

Patricia M. Hayes, Chairman
Aurora, Colorado
Sixth Congressional District

Thomas M. Howerton,
Vice Chairman
Colorado Springs, Colorado
Fifth Congressional District

Pat M. Chlouber
Leadville, Colorado
Third Congressional District

John Evans
Parker, Colorado
Member-at-Large

Patti Johnson
Broomfield, Colorado
Second Congressional District

Clair Orr
Kersy, Colorado
Fourth Congressional District

Gully Standford
Denver, Colorado
First Congressional District

Standards and Assessment Development and Implementation Council

Dianne Harper, Co-chair
Educator
Yuma County SD RJ-1

José Tomas Maes, Co-chair
Former Superintendent
Adams County SD 1

Barbara Conroy, Member
Executive Director
Educational Services
Adams County SD 14

Jean Gauley, Member
Teacher
Mesa County SD 51

Judith Gilbert, Member
Director of Curriculum
Eagle Rock School

Marjorie Lindskog, Member
Retired Teacher
Pueblo County SD 60

Robert Linn, Member
Distinguished Professor of Education
University of Colorado—Boulder

William T. Newman, Member
State External Programs Manager
IBM

Colorado Department of Education

Richard A. Laughlin, Acting Commissioner
Don Watson, Supervisor, Assessment Unit
Vonda L. Kiplinger, Assessment Specialist
Carla Pacheco, Assessment Program Assistant
Sue Bechard, Educational Consultant
James Duffy, Educational Consultant
Marianne Kenney, Educational Consultant
Stevi Quate, Educational Consultant

Published by CTB/McGraw-Hill, a division of the Educational and Professional Publishing Group of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 1997 by Colorado Department of Education. All rights reserved. The contents, or parts thereof, may be reproduced for classroom use with the Colorado Student Assessment Program provided such

STATE OF COLORADO

EXECUTIVE CHAMBERS

136 State Capitol
Denver, Colorado 80203-1792
Phone (303) 866-2471

Roy Romer
Governor

March 19, 1997

Dear Citizens of Colorado:

On behalf of the State of Colorado, I am pleased to join my esteemed colleagues, Rich Laughlin and Pat Hayes, in announcing that reading and writing assessments have been established for all fourth-grade classrooms. This is an exciting milestone in Colorado's progress toward standards-based education.

Assessment in the content areas of reading and writing is the first step in the Colorado Student Assessment Program (CSAP). This assessment will provide educators and parents with baseline data for how well Colorado's students are learning to read and write, in addition to showing how well Colorado's public school students are improving over time. Indeed, the real success of standards-based education will take place in the classrooms of our schools as students are held to high standards and demonstrate their knowledge in meaningful ways.

Please do not hesitate to contact the Colorado Department of Education (CDE) at (303) 894-2159 if you need additional information on the reading and writing assessments contained in this book. As we move ahead together in improving the educational future of all students in Colorado, we pledge to you our continuing support and assistance in this effort.

Sincerely,

Roy Romer
Governor

Dear Coloradans:

We have reached an exciting point in the Colorado school improvement initiative of Standards-Based Education. Beginning in April of 1997, we will be assessing all fourth-grade classrooms in the content areas of reading and writing. This is the first phase in the Colorado Student Assessment Program (CSAP). The CSAP assessments not only will tell us how well students in the fourth grade are learning to read and write, but they also will provide baseline information for future assessments. Comparison of the baseline and future assessment results will tell if Colorado's Public School Students are improving over time. Information from these assessments will help educators and parents make informed decisions regarding instruction.

This booklet contains a variety of information about the Colorado Student Assessment Program. It includes information about procedures as well as sample test questions. Each of the test questions in this booklet is similar to those on the actual test which is designed to provide valid, accurate measures of student knowledge.

Please examine this booklet and if you have questions or concerns please call the Colorado Department of Education at (303) 894-2159 for clarification. Remember the purpose of the CSAP is to assist in the improvement of public instruction in Colorado. Your feedback is important to assist the Colorado Department of Education in assuring that state assessments evaluate what students should know and be able to do.

Sincerely,

Patricia M. Hayes

Patricia M. Hayes, Chairman
Colorado State Board of Education

Richard A. Laughlin

Richard A. Laughlin, Acting Commissioner
Colorado Department of Education

Table of Contents

History and Purpose of the Assessment 1

Assessment Design 2

Important Dates 2

Accommodations 3

Students with Disabilities for Whom the Assessment May Be Inappropriate 6

Limited English Proficient Students 7

Assessment Procedures 9

Reading Assessment 10

Sample Reading Items 11

Writing Assessment 14

Sample Writing Items 15

Preliminary Writing Rubrics 23

District and school administrators are encouraged to reproduce any portion of this Demonstration Booklet for distribution in their districts and schools and to parents.

History and Purpose of the Assessment

History of the Assessment

In the past three years, Colorado has made great strides in educational reform. House Bill 93-1313 was signed into law by Governor Roy Romer in June 1993. This legislation charged the state to develop model content standards that would guide student learning in Colorado schools. Colorado Model Content Standards in the areas of reading, writing, geography, mathematics, science, and history were adopted by the State Board of Education in 1995.

The standards writing process in Colorado has involved thousands of people from across the state. Five subject-area groups (reading and writing were combined) met to write the standards in each area. These standards went out for public comment three times and the standards writing teams reconvened to revise after each public review. As a result of the public opinion received, each draft was changed significantly to reflect the public's sentiment. The State Board of Education adopted these standards in the fall of 1995.

All 176 districts in Colorado have written and adopted standards that meet or exceed those of the state.

It is only because of the tremendous volunteer efforts by so many citizens that this effort has been possible. As a result, the standards represent a strong consensus about what Coloradans want their children to know and be able to do in their schools.

The Colorado Department of Education, in accordance with House Bill 93-1313, will begin assessing student performance in relation to the Colorado Model Content Standards in April 1997. The April assessment will assess every public school fourth-grade student in Colorado in the areas of reading and writing.

Purpose of the Assessment

The purpose of the Colorado Student Assessment Program (CSAP) is to provide a picture of student performance for educators, the public, and policymakers. State results will be reported by gender, race/ethnicity, disability, district, and district size. The results will be reported by the percent of students who achieve each of the performance levels (partially proficient, proficient, or advanced). New levels or descriptions may be added.

The April assessment will provide baseline data on the performance of fourth-grade students in reading and writing. The purpose of a baseline is to inform educators, the public, and policymakers where students are as we begin to implement standards across the state. The information from the baseline will be used to document student growth in reading and writing.

The Colorado Student Assessment Program is an assessment of fourth-grade students, not an assessment of fourth-grade teachers. Teachers and students will not be penalized. What students have learned up to the time of the assessment is the result of many factors, including all previous instruction from other teachers. A purpose of the assessment is to provide a context for improving public education.

The results of the assessment will be available in the fall of 1997. The results will be useful for evaluating a school's educational program in reading and writing. Individual student results will be available to the school. The school will determine how individual student results will be used. For example, the results could be passed on to parents, given to the student's fall 1997 teacher, or kept in the student's file.

Copyright © 1997 by Colorado Department of Education

Assessment Design

The first administration of the Colorado Student Assessment Program will occur in Colorado public elementary schools during the period April 28 through May 9, 1997.

The Colorado Student Assessment Program will be phased in both by grade and by subject area. During this first administration, only fourth-grade students will be tested and the first subject areas to be assessed will be reading and writing.

The first, or phase-in, year for each grade and subject area is the baseline assessment for that grade and subject area. The baseline assessments will measure the initial levels of student performance and indicate where the students are as we begin to implement standards-based education across the state. The initial baseline assessment in the two subject areas will involve ALL grade 4 public school students in the state.

Important Dates

February 10–14	Test Questions Reviewed for Content, Bias, Community Reaction, and Instructional Impact
April 1–7	Demonstration Booklets and Administration Manuals Distributed to Districts
April 8–15	Training Workshops Held for District Assessment Coordinators
April 15–21	Assessment Materials Arrive in Districts; Assessment Materials Distributed to Schools
April 28–May 9	Window for Administration of the State Assessment
May 12–16	Assessment Materials Returned to Districts
May 19–23	Materials Retrieved from Districts for Scoring
June 18–20	Standards and Assessment Conference Held in Breckenridge
September 29–October 3	Performance Levels Finalized
October 1997	Staff Development Workshops Held on Use of Assessment Results
November 1997	Reports Distributed to State and Districts

Accommodations

What Are Accommodations?

An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or the performance criteria. It "levels the playing field" but does not provide an unfair advantage. For example, one accommodation for a student with a learning disability that impacts his or her ability to read might be to read a writing assessment to the student. This would not affect the evaluation of the student's writing knowledge and skills. However, reading the reading test to a student would be an accommodation that would provide an unfair advantage, and the test results would not be a valid indicator of a student's ability to decode print. Therefore, this would not be allowable as an accommodation.

Students have diverse learning styles and, therefore, require diverse methods in order to acquire knowledge and to provide evidence of learning. Accommodations are used during instruction to provide students with access to information and learning activities. The intent of an assessment is to describe all students' true levels of achievement with the greatest accuracy. Accommodations during assessment activities allow students to appropriately demonstrate their knowledge and skills. Accommodations will be allowed for this test and may be selected from the tables on page 4 if the accommodations are also used during instruction to assist the student in learning the content. Thus, a student with the learning disabilities described above might need an audiotaped presentation of the directions and more time to complete the reading assessment; he or she might need an audiotaped presentation of the directions and content for the writing assessment. By allowing these accommodations, more accurate information would be available on this student's proficiencies.

What Accommodations Will Be Allowed?

The tables on the next page show the accommodations that will be available for the 1997 fourth-grade assessment. Some of these accommodations must be documented; others may be used without documentation. Research is currently under way on accommodations appropriate to assessment activities. Therefore, this list may be amended for future assessments.

There are four criteria for selecting accommodations:

1) The accommodations must be ones used during prior instruction so the student is familiar with them.
2) Only those accommodations the student requires for the specific content area being assessed may be selected.
3) The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student, and may actually have the opposite effect.
4) A student may be allowed more than one accommodation. For example, a student who requires a Braille version or a scribe will probably also require extra time.

Accommodations That MUST Be Documented

Timing/Scheduling	
• Time extension of more than 10 minutes in a session. Any student who may need more than one hour to complete a test session should be identified ahead of time and preferably should be administered the assessment in separate sessions. • Breaking up testing sessions into smaller segments for the reading assessment only. This accommodation will **not** be allowed for the writing assessment.	
Presentation	**Response**
• Braille version of the test • Large-type version of the test • Audiotaped reading of the directions and the test. For the reading assessment, only the directions may be read aloud. • Signing of the directions and the test	• Use of scribe to write oral responses or fill in bubbles in test book • Use of signing or pointing as alternative responses • Use of Brailler or other assistive communication device (a device that the student uses as his or her normal mode of communication)

Accommodations That Do NOT Need to Be Documented

Timing/Scheduling	Setting
• Time of day • Scheduling of breaks for groups or for individual students as long as length or number of sessions is not affected • Time extension of up to 10 minutes in a testing session	• Location appropriate to needs of students
Presentation	**Response**
• Use of devices normally used by students for visual, auditory, or kinesthetic assistance (e.g., visual magnification devices, auditory amplification devices, pencil grips, and noise buffers) • Rereading of directions to all students	• Spelling of words to students who request it, except on items where spelling will be scored

BEST COPY AVAILABLE

Which Students Will Require Accommodations?

Students with specific and unique learning needs usually have instructional plans developed by teams of educators. These are the students who will most likely require accommodations during assessments. Students in special education and students with Section 504 plans have a legal right to the accommodations listed in their instructional plans. Additionally, students receiving other types of instructional assistance, such as Title I or English as a Second Language, also may need appropriate accommodations.

Who Will Decide?

The teacher who delivers instruction in the content area being assessed will be responsible for determining which accommodations students require. If a team has the responsibility for developing a student's learning plan, the team can provide useful information and assistance.

How Will Accommodations Be Documented and Reported?

Certain accommodations used for each student must be documented on the student test book. Assessment results can then be reported and examined by accommodations used. Thus, information critical to understanding the effects of accommodations will be available.

Copyright © 1997 by Colorado Department of Education

Students with Disabilities for Whom the Assessment May Be Inappropriate

The spring 1997 state assessment will not include alternate assessments for the very small number of students with Individualized Education Plans (IEPs) that specify that individualized standards will be achieved in the assessed content areas rather than the district-adopted standards for those content areas (HB93-1313, Section 4, 22-20-108).

How Will Decisions for Non-participation Be Made?

Attempt the assessment using the approved list of accommodations. If the student is still not able to participate, document the attempt.

OR

Review the student's IEP for current diagnostic assessment information and statements of need. Document the data that describe the inability of the student to participate even with accommodations.

The decision **must** be based on the following considerations:

- the unique needs of the individual student, not specific disability category or program placement
- the student's IEP documents the need for individualized standards in the assessed content area and the student's inability to participate even with accommodations

The decision must **not** be made based on:

- poor attendance by the student
- ongoing disruptive behavior
- expectation of poor performance by the student

For this baseline year, it is important to include as many students as possible in the state assessment. It will be the responsibility of the IEP team to document the rationale for non-participation and to justify by some means the progress of these students.

How Will the Decisions for Non-participation Be Documented and Reported?

The decision regarding non-participation will be documented on the IEP and on the state assessment booklet.

The number of students who do **not** participate will be reported with the assessment results and will be available to policymakers, educators, administrators, the media, and the public.

Limited English Proficient Students

The State of Colorado is committed to the ideal that all students can learn and achieve high standards. In order to demonstrate their knowledge, skills, and abilities, all students need to be provided the opportunity to be assessed. Additionally, information gathered from assessment informs and improves instruction. Historically, limited English proficient students have been excluded from statewide assessment efforts. Therefore, these students have not been provided the opportunity to demonstrate their knowledge and capabilities. As a result, alternative language programs have not been provided with information that could inform and improve instruction.

In order to address this issue, the state is advocating that limited English proficient students actively participate in the statewide assessment program. However, the state also realizes that students who are still in the process of acquiring English will not be able to adequately access the information contained in the English version of the content assessments. This problem has been addressed for Spanish-speaking students by providing a separate Spanish-language assessment measuring student achievement in language arts: SUPERA, published by CTB/McGraw-Hill.

The guidelines that follow have been developed to assist local districts in determining when limited English proficient students should participate in the statewide assessment program.

Under Title VI of the Civil Rights Act of 1964, and subsequent judicial mandates, all districts receiving federal dollars must identify, and provide services to, limited English proficient students. In most Colorado school districts, identification of limited English proficient students is initially done through a home language questionnaire that identifies whether a language other than English is spoken in the home. If there is indication of a language other than English, then the district assesses the child's English language proficiency using a commercially prepared assessment or a state-approved district instrument designed specifically for this purpose. Most assessments follow a five-stage rubric or categorize students as Non-English Speaking (NES), Limited English Speaking (LES), or Fluent English Speaking (FES).

To determine the appropriateness of inclusion or exemption of limited English proficient students in the statewide assessment program, districts should consider their levels of oral language proficiency and the nature of their instructional program. Guidelines are provided in the tables on page 8 for students who speak a language other than English. It should be noted that not all speakers of languages other than English are limited in their English language proficiency. Second-language students who are proficient speakers, readers, and writers of English should be included in the state assessment program.

The Colorado Department of Education will provide procedures for documenting why limited English proficient students have been exempted from the statewide assessment program.

Limited English proficient students are entitled to the same assessment accommodations as their English-speaking peers, as outlined in the previous section.

Limited English Proficient Students Who Speak Spanish

Instructional Program	Decision
The student is currently receiving, or received, formal instruction in Spanish for language arts through the end of third grade.	The student should be considered for the Spanish-language assessment measuring student achievement in language arts (SUPERA).
The student is not in a bilingual program and has not received formal instruction in Spanish through the end of third grade.	Follow the guidelines in the table below for limited English proficient students who speak a language other than Spanish.

Limited English Proficient Students Who Speak a Language Other Than Spanish

Rubric Level	Oral Language Proficiency Level	Decision
1–2	Non-English Speaking (NES)	The student *may* be exempt from the state assessment program.
3	Limited English Speaking (LES)	The student should be included in the state assessment program.
4–5	Fluent English Speaking (FES)	The student should be included in the state assessment program.

Assessment Procedures

Administration of the Colorado Student Assessment Program is coordinated by a District Assessment Coordinator (District Coordinator) identified by the school district. School districts may identify one person in each participating school to help coordinate activities at the school level. Assessments are administered to fourth-grade students by their classroom teacher (Test Administrator).

Assessment procedures are detailed in an *Administration Manual* that provides step-by-step instructions for administering the assessment. District Coordinators receive training in assessment procedures at one of several regional workshops.

District Coordinators will receive copies of the manual about one month prior to testing and will receive test materials packaged for each participating school about two weeks before testing.

The primary responsibilities of the District Coordinator and Test Administrator are summarized in the table below.

District Coordinator Responsibilities	Test Administrator Responsibilities
Before the Assessment • Become thoroughly familiar with the assessment and associated procedures. • Communicate with and train elementary principals and teachers in the administration procedures. • Assist principals and fourth-grade teachers in identifying the students to be assessed and which of those students will need accommodations to the assessment procedures. • Inventory test materials upon receipt. • Distribute test materials to schools. • Report the need for additional test materials to the assessment contractor. ***During the Assessment*** • Facilitate assessment administration in the schools. ***After the Assessment*** • Coordinate the packaging and return of test materials to the district for retrieval by the contractor.	***Before the Assessment*** • Identify the students to be assessed and which of those students need special accommodations. • Become thoroughly familiar with the assessment materials and procedures. • Check assessment materials to make sure all necessary materials have been provided. ***During the Assessment*** • Administer assessments. ***After the Assessment*** • Check assessment booklets to make sure information is complete and accurate. • Document the number of students assessed. • Schedule make-up assessments.

BEST COPY AVAILABLE

Reading Assessment

The 1997 fourth-grade reading assessment is designed to measure the reading portion of the Colorado Model Content Standards for reading and writing. The writing portion of these standards is assessed by the writing assessment described in the section that follows.

The reading assessment tests the following standards:

Standard 1 Students read and understand a variety of materials.

Standard 4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Standard 5 Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Standard 6 Students read and recognize literature as a record of human experience.

The reading assessment focuses on the specific knowledge and skills identified for kindergarten through grade 4 in the Colorado Model Content Standards. In the assessment, students are presented with a variety of reading materials, which may range in length from several paragraphs to five pages of text. Some of the materials present information in charts, tables, diagrams, lists, and other formats that do not follow paragraph style. The reading selections include:

- Nonfiction and content area reading
- Stories, folk tales, legends, and myths
- Rhymes and poems
- Directions and "how to" descriptions

Students demonstrate their understanding of reading materials by selecting the best response to selected-response (multiple-choice) questions, writing short responses to questions about the selections (short constructed-response questions), and in some cases providing extended responses to questions (extended constructed-response questions).

The following samples provide an example of one reading passage, two selected-response questions, and one constructed-response question assessing various standards and benchmarks. Each question is identified in terms of the standard and benchmark being assessed. The correct answers to selected-response questions are shown and scoring guides and examples of acceptable responses are provided for tasks that require short answers or more extended written responses.

Sample Reading Items

The following sample shows a short passage followed by two selected-response questions and one short constructed-response question.

Directions

Read this story. Then do Numbers 1 through 3.

Patty slid her feet back and forth until they were lined up just right with the plate. She was still steaming over the last inning. Her brother Jeff and some other players had yelled "Lucky hit!" when her bat connected and the ball flew over the field. Patty knew she'd hit a homer, and she knew it wasn't luck. She had earned that hit. It came from hours and hours of practice swings. It came from carrying and stacking huge piles of firewood. It came from carrying bags and bags of groceries. It came from raking leaves. It came from swimming in the river near the field where they played ball.

Patty remembered that when she had just started to play, Jeff would say, "It's okay to miss the ball; you're a girl." She knew, though, that when she missed it was because she was learning, or because the pitch had been real fast, or for lots of other reasons—not because she was a girl!

Now Patty shifted her weight slightly. With narrowed eyes, she watched the ball leave the pitcher's hand. Then she swung the bat.

Copyright © 1997 by Colorado Department of Education

1 Why was Patty upset when the players yelled "Lucky hit!"?

- ○ Patty expected to get more hits than the boys.
- ○ Patty knew the hit was a result of her skill.
- ○ Patty thought the boys should practice more.
- ○ Patty wanted to receive a faster pitch.

This is an example of a selected-response question that assesses the first benchmark in Standard 1: Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech.

In the story, Patty is angry because her brother and some other players dismissed the home run she had hit in the last inning as a "lucky hit." She knew it was the result of her skill, and not luck, making "Patty knew the hit was a result of her skill" the correct response.

2 What does the word *connected* mean in this story?

- ○ broke in half
- ○ launched into the air
- ○ joined together
- ○ made contact

This is an example of a selected-response question that assesses the fourth benchmark in Standard 1: Use word recognition skills and resources such as phonics, context clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension.

From the context of the story ("when her bat connected and the ball flew over the field"), it is clear that *connected* refers to "made contact."

3 On the lines below, explain how Patty "earned that hit." Use examples from the story in your explanation.

This is an example of a short constructed-response question that assesses the first benchmark in Standard 4: Make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing.

Both short and extended constructed-response reading questions will be scored with a specific scoring rubric developed for each question. For each question, the rubric will state the number of points possible for a complete and accurate response, the performance criteria for each score point, and an example of a top-score-point response.

For this question, the top-score-point response would include a developed explanation that connects Patty's athletic skill and strength with the activities mentioned in the passage. These activities include the following:

- hours and hours of practice swings
- carrying and stacking firewood
- carrying bags and bags of groceries
- raking leaves
- swimming in the river

2 points possible

2 points a developed explanation that connects Patty's skill and strength with any of the specific activities from the story

1 point an explanation that connects Patty's skill and strength with activities she had done, but is general; specific examples from the story are not provided (e.g., "Patty was strong because she did things that build strength.")

Writing Assessment

The 1997 fourth-grade writing assessment is designed to measure the writing portion of the Colorado Model Content Standards for reading and writing.

The writing assessment tests the following standards:

Standard 2 Students write and speak for a variety of purposes and audiences.

Standard 3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Students' ability to apply thinking skills to their writing, addressed in Standard 4, is incorporated into the assessment of Standard 2.

The writing assessment focuses on the specific knowledge and skills identified for kindergarten through grade 4 in the Colorado Model Content Standards. Students are asked to write narrative, descriptive, and simple expository pieces. In some tasks, they are expected to provide a short, paragraph-length response (short constructed-response questions). In a few tasks, they are expected to generate a complete essay (extended constructed-response questions). Students are given two class periods to complete these extended tasks. In the first class period, they plan and draft their responses. In the second class period, they edit and revise their essays. Students are given a checklist to help them check their work. The students' responses to the long writing tasks are scored for Writing Effectiveness (content, organization, and style) for Standard 2 and Language Usage (grammar, mechanics, and spelling) for Standard 3. Their responses to the short writing tasks are scored only for Writing Effectiveness.

In addition to the short and long writing tasks, students are given selected-response questions and constructed-response tasks to provide further assessment of Standard 3 (language usage). In the constructed-response tasks, students have to decide if errors exist in an error-ridden text, and, if so, correct them.

The following samples provide examples of the range of writing purposes and variety of writing tasks that students are given to measure grade 4 writing benchmarks. Each question is identified in terms of the standard and benchmark it assesses. The correct answers to selected-response questions are shown, and scoring guides are provided for the extended written responses and the constructed-response tasks.

Sample Writing Items

The following samples include one selected-response question, one constructed-response task, and one prompt for an extended constructed-response question. The preliminary Writing Effectiveness Rubric and Language Usage Rubric are presented after the extended constructed-response question.

Directions

Read the sentence with the missing word and the question relating to that word. Then choose the word that best answers the question.

1 Juan was up at sunrise. It was Saturday, and he was _____ to meet his friends at the ballpark.

Which of these words indicates that Juan wanted very much to play ball that day?

- ○ eager
- ○ curious
- ○ invited
- ○ encouraged

This is an example of a selected-response question that assesses the grades K–4 benchmark in Standard 2: Choosing vocabulary that communicates [student] messages clearly and precisely.

The correct answer is *eager* because *eager* indicates that Juan wanted very much to play ball.

Directions

Read the following letter from a boy to his friend. There are <u>six</u> words or phrases underlined in the letter. A word or phrase is underlined because it <u>may</u> contain a mistake in grammar, capitalization, punctuation, or spelling. Look carefully at each underlined word or phrase. If there is no mistake, make no change. If there is a mistake, make the correction in the space above it.

2

March 11, 1997

<u>dear Victor</u>,

We moved into our new house today. <u>Its</u> big, but I will miss my old bedroom. <u>denver</u> <u>seem</u> like a nice place to live. I can't <u>weight</u> for you to come and visit!

<u>Your friend,</u>

Jacob

This is an example of a constructed-response task that assesses Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In grades K–4, what students know and are able to do includes knowing and using subject/verb agreement; using correct modifiers, capitalization, punctuation, and abbreviations; and spelling frequently used words correctly using phonics rules and exceptions.

The answers in this example are:

dear Victor	Dear Victor (capitalization)
Its	It's (punctuation)
denver	Denver (capitalization)
seem	seems (subject/verb agreement)
weight	wait (spelling)
Your friend,	correct as is (punctuation and capitalization)

Students are given 1 point for each correct answer.

3

Your class is writing a book of stories. For your part of the book, you will write a story about two friends spending a fun day together. These friends might spend the day at a lake, go to a park, play in their neighborhood, or do something else they think is fun.

Because your story will be part of a book, you will want to do your best work.

Use the next page to help you plan your writing.

PLANNING

Use this page to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.

DRAFTING

Write the first draft of your story on the lines below. Look back at your plan for ideas.

You don't have to use all the lines. Just write on as many as you need.

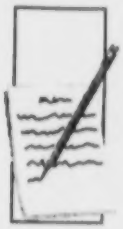
REVISING

Read your draft and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Have I stayed on the topic?
- Have I organized my writing?
- Have I supported my main ideas?
- Have I used a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Have I made my writing interesting?
- Have I made my writing easy to read?

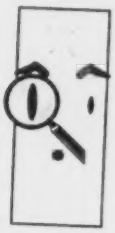
If you answered "no" to any of these questions, think about ways to revise your story.



FINAL COPY

After you have read your draft and thought about these questions, write the final copy of your story on the lines below.

You don't have to use all the lines. Just write on as many as you need.



PROOFREADING

Use the Writer's Checklist below to help you proofread your final copy. Make any corrections neatly.

Writer's Checklist

Does your story have all of the following?

- ❑ words that are capitalized correctly
- ❑ words that make your story interesting and fun to read
- ❑ words that are spelled correctly
- ❑ punctuation marks that are used correctly
- ❑ subjects and verbs that agree
- ❑ modifiers that are used correctly
- ❑ paragraphs that are indented

Preliminary Writing Rubrics

Teachers need to review and use these rubrics with students in preparation for the assessment.

Question 3 is an example of an extended essay task. Although a student will be given credit for planning his or her essay, only the final copy will be scored. It will be scored for Writing Effectiveness (content, organization, and style) and for Language Usage (grammar, mechanics, and spelling) using the following rubrics.

The Writing Effectiveness Rubric is divided into two components:

- Content and Organization
- Style

Up to three points are awarded for content and organization and up to three points for style, for a maximum of six points.

The Language Usage Rubric assigns up to two points for grammar, mechanics, and spelling.

Writing Effectiveness Rubric

The score for Content and Organization and the score for Style are combined to produce a total Writing Effectiveness score.

Score Point 3

The response is clear, focused, fluent, and developed for the purpose specified in the prompt. Relevant details and/or anecdotes and word choice support and enrich the central idea, topic, or story line. The response is fluent and easy to read. The following characteristics will be evident.

Content and Organization

- The writing stays fully focused on the topic.
- The writer shows high interest in the topic.
- The writing meets all the requirements of the prompt.
- The writing maintains clear order and logical sequence.
- The writer provides main ideas and specific, elaborated details.
- The writing includes relevant details or information.
- The organizational pattern is appropriate to the purpose and/or the audience.

Style

- The response is fluent and easy to read.
- The word choice is accurate, precise, and varied.
- The writer may experiment with words, and/or figurative language, and/or imagery.
- The writer uses challenging vocabulary.
- The writing is readable, neat, and nearly error-free.
- The style is appropriate to the purpose and/or the audience.
- The writer uses a variety of sentence structures.

BEST COPY AVAILABLE

Score Point 2

The response tends to be focused and organized; there may be some problems with fluency or consistency. Ideas are related to the purpose specified in the prompt but may be sketchy or overly general. Relevant details and/or anecdotes and word choice support the topic, theme, or story line but may be limited. There may be lapses in fluency. One or more of the following characteristics may be evident.

Content and Organization

- The writing stays mostly focused on the topic but may stray, especially toward the end.
- The writer shows interest in the topic.
- The writing meets most of the requirements of the prompt.
- There is an attempt to establish order and logical sequencing, but the writing may wander, ramble, and/or repeat.
- The writing includes some irrelevant details or information.
- The organizational pattern is not always appropriate to the purpose and/or the audience.

Style

- The writing is readable but may be somewhat choppy or repetitive.
- The word choice is mostly accurate but may not be precise.
- The vocabulary is age-appropriate.
- The writing is mostly readable and neat.
- The style is not always appropriate to the purpose and/or the audience.
- The writer uses simple, repetitive sentence structures.

Score Point 1

The response tends to be unfocused and disorganized; there may be severe problems with fluency and/or consistency. Ideas may not be related to the purpose specified in the prompt. Details and/or anecdotes may be irrelevant or too insufficient for the reader to construct meaning. Word choice may not support the topic, theme, or story line or may be repetitive or inaccurate. The response lacks fluency. One or more of the following characteristics may be evident.

Content and Organization

- The writing does not define the topic or severely digresses from it.
- The writer shows little interest in the topic.
- The writing meets few of the requirements of the prompt.
- There is little or no attempt to establish order and logical sequencing; may be a brief list.
- The writing includes many irrelevant details or information.
- The organizational pattern is not appropriate to the purpose and/or the audience.

Style

- The writing is difficult to read; some portions may be unreadable.
- The word choice is mostly inaccurate or there are many repetitions.
- The vocabulary is not age-appropriate.
- The style is seldom appropriate to the purpose and/or the audience.
- The writer uses simple, repetitive sentence structures or many sentence fragments.

Score Point 0

The response is off-topic or unreadable.

Language Usage Rubric

Score Point 2

The language skills successfully support meaning. There are few, if any, errors and the errors do not impede understanding.

- Correct subject/verb agreement
- Correct use of modifiers
- Correct punctuation at the end of sentences
- Correct use of commas, apostrophes, and quotation marks
- Abbreviations, if used, are correct
- Correct use of capital letters (beginning of sentences, names of states, titles, months, and days)
- Spelling errors do not significantly detract from meaning or are the result of risk-taking (using unusual words)

Score Point 1

Language skills minimally support meaning. There are several errors in some or all of the following:

- Subject/verb agreement
- Modifier usage
- End punctuation
- Commas, apostrophes, and quotation marks
- Abbreviations
- Capital letters (beginning of sentences, names of states, titles, months, and days)
- Spelling

Score Point 0

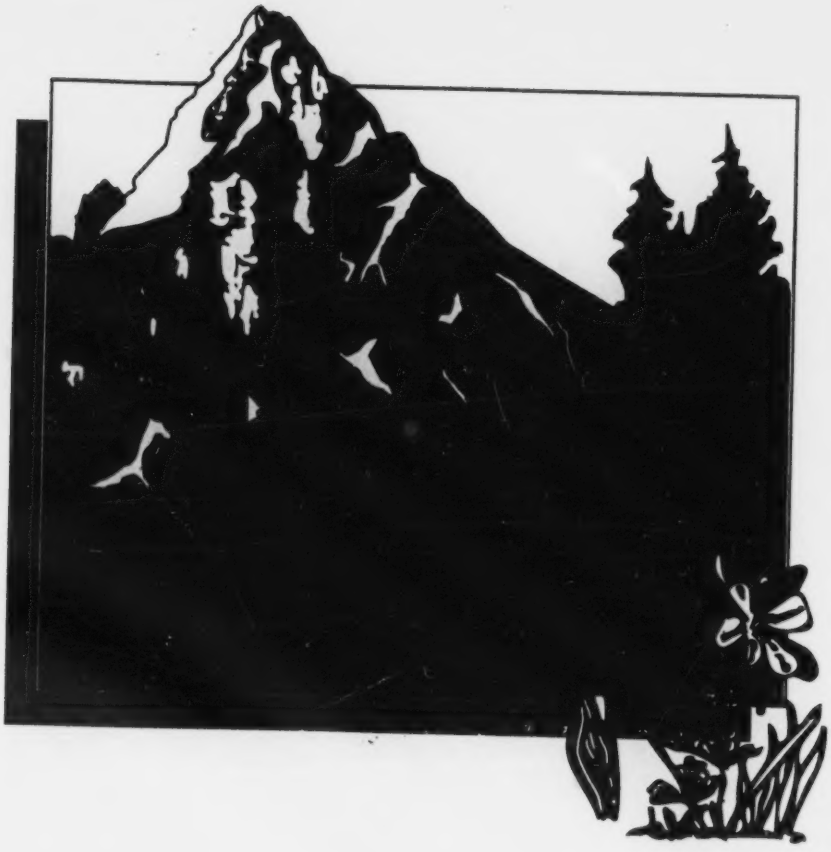
Language skills do not support meaning and severely impede understanding. The response is error-ridden in some or all of the following:

- Subject/verb agreement
- Modifier usage
- End punctuation
- Commas, apostrophes, and quotation marks
- Abbreviations
- Capital letters (beginning of sentences, names of states, titles, months, and days)
- Spelling

Copyright © 1997 by Colorado Department of Education

COLORADO

Student Assessment Program



1997 ADMINISTRATION MANUAL

GRADE 4

READING AND WRITING

CSAP

69943

IMPORTANT NOTES

This manual is intended to be used by those coordinating and administering the Spring 1997 Colorado Student Assessment Program.

WHOM TO CONTACT IF YOU HAVE QUESTIONS

- **Test Administrators:** If you have any questions about administration procedures or need additional materials, please contact the individual in your school who is responsible for coordinating assessment activities.
- **Individuals Coordinating the Assessment at the Schools:** If you have any questions about administration procedures or need additional materials, please call your **District Assessment Coordinator.** Your District Assessment Coordinator will contact CTB/McGraw-Hill.
- **District Assessment Coordinators:** If you need additional materials or have questions about the distribution and retrieval of test materials, please call CTB/McGraw-Hill at 1-800-994-8557. The FAX number is 1-800-282-0266. Other questions should be directed to the Colorado Department of Education at 303-894-2159.

IMPORTANT DATES FOR THE SPRING 1997 ASSESSMENT

Material Arrival Dates

April 15–21, 1997. Administration manuals and test materials arrive in districts. These should be inventoried against the packing list. Additional material needs should be reported **immediately** to the District Assessment Coordinator, who will then report these to CTB/McGraw-Hill.

Administration Dates

April 28–May 9, 1997.*

Consolidation of Materials at District Office

May 12–16, 1997.*

District Material Pickup Dates

May 19–23, 1997. Test materials returned for scoring.*

*Year-round schools that have approval in advance have an extension.

TEST SECURITY
The test books must be kept secure. Students should not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture, and instructional needs may be obscured. Please assume responsibility for maintaining strict security of these documents.

Published by CTB/McGraw-Hill, a division of the Educational and Professional Publishing Group of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 1997 by Colorado Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of Colorado Department of Education.

BEST COPY AVAILABLE

Table of Contents

PART 1

Introduction 1
- History and Purpose of the Colorado Student Assessment Program 1
- The Test Support Contractor 2
- Using This Manual 2
- Responsibilities of the District Assessment Coordinator 2
- Responsibilities of the School Coordinator 4
- Responsibilities of the Test Administrator 5

PART 2

General Administration Information 6
- Students to Be Tested 6
- Students for Whom the Assessment May Be Inappropriate 6
- Test Administration Accommodations 6
- Limited English Proficient Students 8
- Demonstration Materials 9
- Test Administration Schedule 9
- Test Security Requirements 10

PART 3

Instructions for District and School Coordinators Prior to Testing 11
- Instructions for District Assessment Coordinators 11
- Instructions for School Coordinators 11

PART 4

Instructions for Test Administrators Prior to Testing 12
- Materials Needed for Testing 12
- Preparing the Room for Testing 13
- Invalidation Procedures 13
- Preparing for the Test 13
- Completing the Student Data Grid 14
- Script for Entry of Information by Students 15

PART 5

Administering the Grade 4 Reading Test 17
- Reading Session 1 18
- Reading Sessions 2 and 3 19

PART 6

Administering the Grade 4 Writing Test 21
- Writing Session 1 22
- Writing Session 2 23
- Writing Session 3 25

Table of Contents

continued . . .

Instructions for Test Administrators Following Testing 27

Entering the Special Codes on the Student Data Grid 27

Organizing Materials for Return to the School Coordinator 29

Instructions for School Coordinators Following Testing 30

Completing the Precoded Group Information Sheet 32

Completing a Blank Group Information Sheet 34

Completing the Precoded School/Group List 36

Completing a Blank School/Group List 38

Instructions for District Assessment Coordinators Following Testing 40

Appendices

Appendix A—Students with Disabilities for Whom the Assessment May Be Inappropriate 42

Appendix B—Accommodations 43

Appendix C—Limited English Proficient Students 46

Appendix D—Sample Student Data Grid 48

Appendix E—School List 49

PART

INTRODUCTION

HISTORY AND PURPOSE OF THE COLORADO STUDENT ASSESSMENT PROGRAM

In the Fall of 1995, the Colorado State Board of Education adopted the state model content standards in the learning areas of reading, writing, geography, science, history, and mathematics for the Colorado Student Assessment Program (CSAP). The adopted model content standards serve as the basis for Colorado's standards-based education reform effort passed in the Colorado General Assembly as House Bill 93-1313. CSAP is a standards-based assessment designed to provide a picture of student performance to school districts, educators, parents, and the community. The purpose of the assessment program is to determine the level at which Colorado students meet the state model content standards. CSAP will provide accurate and detailed information to the people of Colorado on student academic achievement. The initial administration of the learning-area tests will establish the baseline against which future progress will be compared.

In the 1996–1997 school year, all Grade 4 students will be tested in reading and writing. Other content areas and grades will be phased in during future administrations.

For the reading assessment, students will read passages and individually respond to selected-response (multiple-choice) and constructed-response (open-ended) questions about their reading. For the writing assessment, students will be required to read and respond to writing prompts, editing tasks, and selected-response and constructed-response questions. There are six reading and writing content standards, each of which is assessed either in the reading test or in the writing test, as noted in parentheses:

Standard 1 Students read and understand a variety of materials. (Reading)

Standard 2 Students write and speak for a variety of purposes and audiences. (Writing)

Standard 3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Writing)

Standard 4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Reading)

Standard 5 Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Reading)

Standard 6 Students read and recognize literature as a record of human experience. (Reading)

There are three writing test forms assessing content standards 2 and 3. There is one reading test form assessing content standards 1, 4, 5, and 6.

All Grade 4 students will take the reading form and one of the three writing forms.

THE TEST SUPPORT CONTRACTOR

CTB/McGraw-Hill will assist the Colorado Department of Education in implementing the Spring 1997 Colorado Student Assessment Program. In addition to providing test development and printing services, CTB/McGraw-Hill will coordinate distribution and pickup of all test materials, score the tests, and report the results.

USING THIS MANUAL

This manual is designed to be used by test administrators and coordinators of the state assessment at the school and district levels. Persons to contact if you have any questions are shown on the inside front cover of this manual. Only **District Assessment Coordinators** should call CTB/McGraw-Hill.

Important dates for this test administration are provided on the inside front cover.

District Assessment Coordinators must be familiar with the entire manual in order to provide accurate and complete training to coordinators at the school level. School coordinators must be familiar with all of the administration procedures for training test administrators.

District Assessment Coordinator training workshops have been scheduled in the weeks preceding the assessment to provide an opportunity for District Assessment Coordinators to obtain further clarification on the information presented in this manual.

RESPONSIBILITIES OF THE DISTRICT ASSESSMENT COORDINATOR

The District Assessment Coordinator is responsible for directing, scheduling, and facilitating all activities associated with the administration of the assessment at the school and district levels. Specific tasks for which the District Assessment Coordinator is responsible are listed below; sections of this manual providing more information on these tasks are noted where applicable.

Before the Assessment

- Become thoroughly familiar with the assessment and associated materials and procedures.

- Appoint elementary principals or their representatives to serve as coordinators of the assessment at schools in the district attended by fourth-graders.
- Train school-level coordinators and fourth-grade teachers serving as test administrators in the administration procedures.
- Assist school coordinators and teachers in identifying the students to be assessed and which of those students will need accommodations to the assessment procedures. (See Part 2 for information.)
- Inventory assessment materials **immediately** upon receipt from CTB/McGraw-Hill as described in Part 3.
- Distribute assessment materials to schools as described in Part 3 **as soon as possible.**
- Respond to a school's need for additional materials **immediately.** This should be done by first attempting to provide materials from any extra unused materials at another school. If a sufficient quantity is not available, report the need for additional assessment materials to CTB/McGraw-Hill **immediately** at the telephone number on the inside front cover of this manual.
- Contact the Colorado Department of Education at the telephone number on the inside front cover of this manual for clarification of policy issues or procedures to employ in the event of any assessment irregularities.

During the Assessment

- Direct and facilitate the assessment administration in schools throughout the district.
- Contact the Colorado Department of Education at the telephone number on the inside front cover of this manual for clarification of policy issues or procedures to employ in the event of any assessment irregularities.

After the Assessment

- Coordinate the return of assessment materials from the schools and the consolidation of those materials at the district office for retrieval by CTB/McGraw-Hill's shipping contractor. Materials must be ready for pickup on May 19, 1997. The retrievals will take place throughout Colorado school districts between May 19 and May 23, 1997. See Parts 7–9 for information. (Year-round schools with approval in advance have been given an extension.)

RESPONSIBILITIES OF THE SCHOOL COORDINATOR

The District Assessment Coordinator may appoint an individual at each school to coordinate and facilitate activities associated with the administration of the assessment at the school level. Specific tasks for which the school coordinator is responsible are listed below; sections of this manual providing more information on these tasks are noted where applicable.

Before the Assessment

- Become thoroughly familiar with the assessment and associated materials and procedures.
- Assist the District Assessment Coordinator in the training of fourth-grade teachers serving as test administrators in the administration procedures.
- Assist teachers in identifying the students to be assessed and which of those students will need accommodations to the assessment procedures. See Part 2 for information.
- Verify that a sufficient quantity of assessment materials have been provided for the administration of the assessment at the school. Report the need for additional assessment materials to your District Assessment Coordinator **immediately.**
- Distribute assessment materials to the teachers serving as test administrators, allowing them a sufficient amount of time to read and become familiar with the contents of this manual prior to the administration of the assessment.
- Contact your District Assessment Coordinator for clarification of policy issues or procedures to employ in the event of any irregularities.

During the Assessment

- Assist the District Assessment Coordinator by directing/facilitating assessment administration activities at your school.
- Contact your District Assessment Coordinator for clarification of policy issues or procedures to employ in the event of any irregularities.

After the Assessment

- Follow the steps in Part 8 to complete the important forms needed for scoring and reporting purposes and organize materials for return to the District Assessment Coordinator.

RESPONSIBILITIES OF THE TEST ADMINISTRATOR

Grade 4 teachers serving as test administrators are responsible for the actual administration of the assessment to the students. Specific procedures for the administration are described in Parts 4–7 of this manual.

Before the Assessment

- Become thoroughly familiar with the associated materials and procedures.
- Identify the students to be assessed and which of those students need special accommodations. See Part 2 for information.
- Check assessment materials upon receipt to verify that materials identified in Part 4 have been provided.
- Contact your school coordinator for clarification of policy issues or procedures to employ in the event of any irregularities.

During the Assessment

- Administer the assessments according to the instructions in Parts 5 and 6 of this manual. Contact your school coordinator for clarification of policy issues or procedures to employ in the event of any irregularities.

After the Assessment

- Follow the steps in Part 7 to complete the SPECIAL CODES section of the students' test books and to organize materials for return to the school coordinator.

GENERAL ADMINISTRATION INFORMATION

STUDENTS TO BE TESTED

All students in Grade 4 will be tested with one reading form and one of the three writing forms. The assessments will be administered to Grade 4 students over the course of six 50-minute testing periods (three 50-minute sessions for reading and three 50-minute sessions for writing). For the writing assessment, alternating forms will be provided within each shrink-wrapped package of test books. Test administrators need only distribute the test book forms to the students in their classes in the order presented in the package.

STUDENTS FOR WHOM THE ASSESSMENT MAY BE INAPPROPRIATE

Only students identified in this section may be exempt from testing.

A very small percentage of students may be excused from participating in the Colorado Student Assessment Program because appropriate accommodations cannot be provided (e.g., test materials in languages other than English or Spanish) or because they participate in an instructional program that does not include knowledge or skill goals that coincide with state standards. Appendix A provides additional details.

Although a student excused from testing will not respond to the items in the test book, a test book **must** be turned in for every student. The student data grid on the test book **must** be completed. Instructions for completing the SPECIAL CODES fields on the student data grid are provided in Part 7. These must be followed to indicate that the assessment is inappropriate for the student and that he or she is excused from testing. Return this student's test book for processing along with others in the school.

It is the intent of the Colorado Department of Education that as many students as possible with disabilities participate in the assessment.

TEST ADMINISTRATION ACCOMMODATIONS

Accommodations are changes made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment.

Students who may require accommodations are described in Appendices B and C. These students include, but are not limited to:

- Students with limited English proficiency
- Students in Title I programs

- Students with Individualized Education Plans (IEPs)
- Students with Section 504 plans

The decision regarding who will be allowed accommodations should be based on the needs of the individual student. Decisions should be made and documented for individual students. Appendices B and C provide guidelines concerning permissible test administration accommodations for certain students.

It is important to note that a CSAP test book with completed student data grid must be turned in for processing for **every** student, including those taking any type of accommodated versions of the assessment. With the exception of students using the Spanish-language assessment, SUPERA, described in the next section, or responding in Braille, the test administrator or scribe must transcribe onto a CSAP test book any student responses not already written in a CSAP test book.

Instructions regarding completing the SPECIAL CODES fields are provided in Part 7. These must be followed to indicate that a student took an accommodated version of the assessment.

For students responding in Braille, a CSAP reading test book and CSAP writing test book with completed student data grids, but without the student responses, must be returned for processing along with the other test books in the school. The actual student responses in Braille and a photocopy of the student data grid should be sent for translation immediately following testing to the Colorado Department of Education Student Assessment Unit, 1580 Logan Street, Suite 740, Denver, CO 80203. Call 303-894-2159 for additional information.

For students taking SUPERA, an English CSAP reading test book and CSAP writing test book with completed student data grids, but without the student responses, must be returned for processing along with the other test books in the school. Instructions for the administration of the SUPERA test books are provided in the SUPERA *Test Directions for Teachers*. Additional information is provided below, in Appendix C, and in other sections of this manual.

Any audiotapes and large-print versions used in the assessment should be returned to the Colorado Department of Education at the above-mentioned address following testing. The student's responses, however, should be written or transcribed onto standard CSAP test books and returned with the other test books in the school.

LIMITED ENGLISH PROFICIENT STUDENTS

A Spanish-language assessment measuring student achievement in reading and writing, SUPERA, published by CTB/McGraw-Hill, will be available to Spanish-speaking students who are still in the process of acquiring English and are not able to adequately access the information contained in the English version of the assessment. Guidelines regarding limited English proficient students are discussed in Appendix C.

A student or group of students taking SUPERA at a school should be administered the assessment separately from students taking the English version of the state assessment. A *Test Directions for Teachers* manual will be provided with each package of SUPERA test books for this purpose.

Test administrators are instructed to administer **only** the language arts section (a combination of reading and writing) of the SUPERA test book. Manipulatives needed for the mathematics section **will not** be provided. Any student responses to the mathematics section **will not** be scored.

The SUPERA test book with completed student data grid must be turned in for each student taking the SUPERA assessment. Instructions for completing the SUPERA student data grid are provided in the SUPERA *Test Directions for Teachers*.

The separate SUPERA Group Information Sheet and School/Group List provided to schools with students taking SUPERA must be completed for the group of students taking the SUPERA assessment at each school. Instructions for completing the Group Information Sheet and School/Group List for the SUPERA assessment are the same as those described in Part 8 of this *Administration Manual*. However, it is important to note that blank, non-precoded Group Information Sheets are not available for use with SUPERA. **Only the precoded Group Information Sheets and School/Group Lists specifically provided for use with SUPERA may be used.**

Instructions for assembling the completed SUPERA tests for pickup and scoring are the same as those described for the reading and writing tests in Parts 8 and 9 of this *Administration Manual*. Special SUPERA labels have been provided for affixing to envelopes to contain the completed test books following testing.

The completed SUPERA test books for each school, along with the corresponding Group Information Sheet, should be packaged in envelopes with the separately provided labels and returned for processing with the corresponding School/Group List at the same time as those for the English-language state assessment materials. As indicated in the preceding section, for students taking SUPERA, an English CSAP reading test book and writing test

book with completed student data grids, but without the student responses, must **also** be returned for processing with the reading and writing test books from the school. The SPECIAL CODES fields on the student data grids on the student's reading and writing test books must indicate that the student took SUPERA. Part 7 provides instructions for completing the SPECIAL CODES fields on the CSAP reading and writing test books.

DEMONSTRATION MATERIALS

Demonstration booklets were developed to assist educators and the public in helping students prepare for the Colorado Student Assessment Program. These demonstration materials were delivered to Colorado school districts in early April 1997.

The demonstration materials contain sample questions for the reading and writing assessments. Each school is encouraged to utilize the demonstration materials in a manner most beneficial to the students in that school. Photocopying of the demonstration materials is permissible and encouraged.

TEST ADMINISTRATION SCHEDULE

The window for testing and make-ups for the state assessments and SUPERA is April 28–May 9, 1997. The reading assessment should be administered separately from the writing assessment. (For SUPERA, the reading and writing test questions are combined into one language arts section. See the SUPERA *Test Directions for Teachers* manual for scheduling details.) It is recommended that schools set up a schedule in advance for the administration of a total of six testing sessions (three reading and three writing). Each session should be timed for 50 minutes, and, when possible, not more than one session should be given in one day. If a student misses a session, a make-up test should be given for that session.

It is very important for schools to complete all make-up sessions by the last day of the testing window. Students who miss even one testing session must be coded as incomplete and will receive no scores in the analysis of results.

The testing sessions may be administered in any order except that Writing Session 1 must be followed by Writing Session 2 so that students can draft an essay in Session 1 and then revise the essay in Session 2. It is recommended that the three reading sessions be given in order, followed by the three writing sessions in order.

A suggested testing schedule follows:

WEEK 1 A.M.	READING SESSION 1	READING SESSION 2	READING SESSION 3	WRITING SESSION 1	WRITING SESSION 2
WEEK 2 A.M.	WRITING SESSION 3	MAKE-UPS			

Students are expected to take the assessment at the same time in each school unless the student is accommodated by a different testing schedule per the guidelines in Appendix B. To provide the best opportunity for students to perform well on the selected-response and constructed-response questions, sessions are best administered during the morning. Make-up testing should also be administered in the morning whenever possible.

TEST SECURITY REQUIREMENTS

The security of all test materials must be maintained before, during, and after the test administration.

- All test books must be accounted for and kept in a secure place. It is important that written documentation be kept at each point the test books are distributed and returned.
- Upon receipt of the test materials, the District Assessment Coordinator should take inventory, leaving the materials in their shrink-wrapped packages.
- When the principal or designated school coordinator receives the test materials, he or she should check to see that the school has received sufficient quantities.
- The school's assessment coordinator will give the test administrator the test books.
- Do **not** destroy or discard any test books. **All test books, both used and unused, must be returned to CTB/McGraw-Hill.**
- Do **not** leave any of the test books unsecured while they are in the test administrator's possession. Test administrators should return materials to the school's assessment coordinator or to locked storage as soon as possible after the test has been administered.
- Test administrators should report any missing test books or any test irregularities to the school's assessment coordinator. This information should then be reported to the District Assessment Coordinator. If needed, the District Assessment Coordinator should contact CTB/McGraw-Hill or the Colorado Department of Education at the telephone numbers indicated on the inside front cover of this manual.

INSTRUCTIONS FOR DISTRICT AND SCHOOL COORDINATORS PRIOR TO TESTING

INSTRUCTIONS FOR DISTRICT ASSESSMENT COORDINATORS

Step 1 Inventory assessment materials immediately upon receipt from CTB/McGraw-Hill. Materials for each school are boxed separately. Open the box(es) for a given school and verify that the number of packages matches that on the packing list in box 1. Repeat for all schools.

Inventory assessment materials against the CTB/McGraw-Hill packing list.

Step 2 The materials provided are based on enrollments that were provided to the Colorado Department of Education. The test books for the reading and writing assessments are shrink-wrapped in packages of 30. One copy of this *Administration Manual* is in each package of reading test books. The test books for SUPERA are shrink-wrapped in packages of 5; each package contains a SUPERA *Test Directions for Teachers* manual. Verify that a sufficient number of materials have been provided for each school. Report shortages to the Colorado Customer Services desk at CTB/McGraw-Hill at 1-800-994-8557 **as soon as possible.**

District Assessment Coordinators should report shortages to CTB/McGraw-Hill.

Step 3 Seal the boxes for each school and distribute them to the individual coordinating the assessment at each school. The boxes should be saved so they can be used to return test materials to CTB/McGraw-Hill. To ensure safe transfer of test materials to CTB/McGraw-Hill, please make sure the boxes remain reinforced.

INSTRUCTIONS FOR SCHOOL COORDINATORS

Step 1 Verify that a sufficient quantity of materials have been provided for the administration of the reading, writing, and SUPERA assessments. This should be done **immediately** to allow time for additional materials to be provided if they are needed.

Step 2 Report the need for additional materials to your District Assessment Coordinator **as soon as possible.** Your District Assessment Coordinator will contact CTB/McGraw-Hill for the additional materials if this is necessary.

Step 3 Distribute assessment materials to test administrators, allowing test administrators as much time as possible to review their copies of this *Administration Manual*. (One copy of this manual is in each shrink-wrapped package of reading test books.) Assessment materials should be kept securely locked up when not in use. Boxes should be saved for the return shipment.

INSTRUCTIONS FOR TEST ADMINISTRATORS PRIOR TO TESTING

MATERIALS NEEDED FOR TESTING

Prior to testing, the test administrator is responsible for assembling the following materials and ensuring that an adequate supply of materials is available.* For the reading assessment and again for the writing assessment, the following materials will be used.

For reasons of security and fairness, the test books **may not** be distributed to students until the time of testing. This will ensure that no student has had prior exposure to the assessment.

- **Test Book.** The reading test books are packaged separately from the writing test books. One *Administration Manual* is in each package of reading test books. There are 30 test books in a package. One test book is needed for each student to be tested.

  The writing test books have been packaged in a designated order so that students within classes will be responding to the different test forms. To ensure that a random sample of students in a class is administered each form, it is important that the test books be distributed in the same order in which they have been packaged. The three writing test forms are alternated and shrink-wrapped in groups of 30 test books.

- **Student Data Grid.** The back cover of each test book contains a student data grid. With the possible exceptions of columns M and Q of the SPECIAL CODES fields, the student data grid must be completed identically on **both** the reading test book and the writing test book for **every** student. The test administrator or student will be required to write and fill in circles for the STUDENT'S NAME, TEACHER, SCHOOL, DISTRICT, GRADE, BIRTH DATE, and GENDER in the boxes on the upper portion of this grid sheet. Test administrators are responsible for accurate coding of the STUDENT I.D. NUMBER, if used, and the SPECIAL CODES fields.

- **Do Not Disturb Sign.** Before testing, place a "Do Not Disturb" sign on an outside door of the testing room.

- **Pencils.** Graphite-based No. 2 pencils must be used by students to complete personal information on the back cover of their test books and to write their responses. Test administrators are responsible for ensuring that students use appropriate pencils. Students should be told to bring No. 2 pencils on the day of the test. A supply of sharpened pencils for those who forget should also be available on the day of the test.

- **Chalkboard.** Before testing, write the teacher's last name, school, district, and grade on the chalkboard.

* See SUPERA *Test Directions for Teachers* for applicable materials for the SUPERA language arts administration.

PREPARING THE ROOM FOR TESTING

The test should be administered in a room that provides comfortable seating, good lighting, freedom from crowding, and sufficient workspace. Make sure that the room is adequately ventilated and free from distracting noises.

Arrange the room so that each student will have enough workspace for the test materials. There must be at least three feet between students to prevent sharing answers. Remove or cover all visual aids in the room. Discuss any problems with your school coordinator.

Post a sign outside the door during testing that announces TESTING, PLEASE DO NOT DISTURB.

INVALIDATION PROCEDURES

A student's test book may be invalidated for any of the following reasons:

- A student becomes ill during testing and is unable to complete a make-up session.
- A student is sharing answers.
- A student clearly makes no attempt to respond to any of the test questions during even one testing session.

Students who become disruptive during testing should be removed from the testing room and a separate or individual administration should be attempted.

The test administrator should follow the instructions for completing the SPECIAL CODES fields on the student data grid in Part 7 to indicate that the test is incomplete or invalid. Return the test book for processing along with the others in the school. A test book for **every** student must be turned in for processing.

PREPARING FOR THE TEST

Before the reading assessment, and again before the writing assessment, the test administrator should have ready a copy of this manual and the sample student data grid from Appendix D.

Students should clear their desks of all materials and have available sharpened No. 2 pencils with erasers.

The test administrator should:

- Distribute one test book to each student.

  The test books must be distributed to the students in the same order as they are packaged.

- Tell students not to open or make any marks in their test books until they receive instructions to do so.

Some test administrators may choose to complete the demographic information for their students. If students are to enter the information on the student data grid on the test books, the following information must be written on the chalkboard:

- Teacher's last name
- School name
- District name
- Grade

COMPLETING THE STUDENT DATA GRID

Test administrators should be familiar with all the instructions. This section provides instructions for students if they are completing the top portion of the student data grid.

Some information on the student data grid must be entered by the test administrator. Test administrators will fill in the STUDENT I.D. NUMBER if the school is using one and the SPECIAL CODES fields. Refer to the section "Entering the Special Codes on the Student Data Grid" in Part 7 for instructions on entry of the Special Codes by the test administrator. Please note that the student data grid, including the SPECIAL CODES fields, must be accurately completed on **both** the reading and the writing test books for every Grade 4 student.

The following symbols are used throughout the specific directions.

SAY

The directions you are to read aloud to the students are preceded by the word "SAY" in a box.

Information that is only for you and is not to be read aloud is indented with a bar and printed in italic type.

This symbol indicates places where you will need to use a test book. For example, there are times when you will discuss specific sample items or read information in the test book to the students.

BEST COPY AVAILABLE

SCRIPT FOR ENTRY OF INFORMATION BY STUDENTS

This section provides instructions for students if they are completing the top portion of the student data grid. These instructions should be read to the students prior to the administration of the first testing session of the reading assessment. The same instructions should again be read prior to the first testing session of the writing assessment. Test administrators should **not** have students simultaneously enter the information on their reading and writing test books.

Hold up a test book so that it can be seen by all the students. The title Colorado Student Assessment Program *is on the front cover of the test book.*

SAY Write your first and last name on the front cover of your test book in the space provided.

Pause to allow students time to complete this information.

SAY Now turn your test book over to fill in the back cover. Look at the section that says STUDENT'S NAME. In the row of boxes under the section for LAST NAME, print your last name. Print only one letter in each box. If there are not enough boxes for all the letters in your last name, leave off the letters at the end. If you do not need all the boxes, leave the last boxes blank.

Pause to allow students time to complete this information.

SAY Now print your first name in the boxes below FIRST NAME. You do not have to leave a blank box between your last name and your first name. If there are not enough boxes for all the letters in your first name, leave off the letters at the end. If you do not need all the boxes, leave the last boxes blank.

Pause to allow students time to complete this information.

SAY In the M.I. box, print the first letter of your middle name.

Now fill in the circle in the column under each letter in your name. For instance, if your last name begins with a "D," fill in the "D" in the first column of letters.

Do you have any questions about how you are to fill in the section for your name?

Circulate around the room to see that students are marking their test books correctly and that they are thoroughly erasing any mistakes. The accuracy of names on score reports depends on filling in the circles properly.

SAY In the box to the right, print the last name of your TEACHER, which is _____. It is written on the chalkboard.

Pause to allow students time to complete this information.

SAY On the next line, print the name of our SCHOOL, which is _____. It is written on the chalkboard.

Pause to allow students time to complete this information.

SAY On the next line, print the name of our DISTRICT, which is _____. It is written on the chalkboard.

Pause to allow students time to complete this information.

SAY In the next box below, fill in the circle of the GRADE you are in. Fill in the circle for "4."

Pause to allow students time to complete this information.

SAY In the next box below, BIRTH DATE, write in the Month, Day, and Year of your birthday. Then fill in the circles for the Month, the Day, and the Year below.

Pause to allow students time to complete this information.

SAY In the next box below, fill in the circle for FEMALE or MALE.

Pause and check to see that students have written in the correct spaces and filled in the correct circles.

SAY Do not mark in the boxes below. This information will be filled in for you.

Answer any questions the students have about filling in this information on the test book and then proceed to the next section titled "Administering the Grade 4 Reading Test."

ADMINISTERING THE GRADE 4 READING TEST

The following symbols are used throughout the specific directions for administering the Grade 4 reading test.

SAY

The directions you are to read aloud to the students are preceded by the word "SAY" in a box.

Information that is only for you and is not to be read aloud is indented with a bar and printed in italic type.

This symbol indicates places where you will need to use a test book. For example, there are times when you will discuss specific sample items or read information in the test book to the students.

Specific directions for the test begin on the next page. It is important that test administrators read only the words contained in this script.

Before administering the test, take a moment to have your students look through the test book. Point out the **Go On** arrows and the **STOPs.** Tell the students that whenever they see a **STOP,** they should not go on. If there is time remaining in the testing session, students may go back and check their work or answer any questions they did not answer in that session. Point out that some pages have a sign that says **Do not mark on this page.** Students should not make any marks on these pages. Students should also be directed not to make any marks on the page containing the Colorado Student Assessment Program Score Sheet found at the back of each test book.

READING SESSION 1

Each student should have a test book. Either the students or the test administrator will have filled in the student-identifying information on the student data grid on the back cover of the reading test book.

Introduce the reading test. If your students know the word "mechanics" or "conventions" instead of "grammar," make that substitution.

SAY

Your reading test book contains multiple-choice questions, short written questions, and longer written questions. You are going to write all of your answers in your test book.

This is a reading test. You will not be tested on writing, grammar (mechanics or conventions), or punctuation skills. You will not lose any points for guessing, so try to answer every question. Read the directions and questions carefully and mark your answers in the spaces provided. Mark only the circles, called "bubbles," and write only on the lines provided. Do not write beyond the lines.

Point to the margins next to the lines. Tell students not to write in this area.

SAY

Today you are going to complete Session 1 in the reading test book for the Colorado Student Assessment Program. It is important for you to do as well as you can so we can see how well you really read.

We will begin by doing some sample questions. You will mark your answers to the sample questions in the test book. For the first sample, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

SAMPLE A

SAY

Read the short article "Fast Tracks" on Page 1. Then do Sample A. When you have finished, stop working.

Give students time to answer Sample A. Then discuss the sample with them. The correct answer for Sample A is "how some animals can run faster than people" because that is what the passage is mostly about.

SAMPLE B

SAY

Read Sample B. Then fill in the blanks. When you have finished, stop working.

Give students time to answer Sample B. Then discuss the sample with them. The correct answer for Sample B is "cheetah." The student explanation should include a reference to the fact that cheetahs can dash up to 60 miles per hour when running on flat ground for short distances, whereas the top speed for a person is 26 miles per hour and for an ostrich is 40 miles per hour.

SAY

If at any time you need to leave the room, raise your hand. Only one student may leave at a time, and you must hand in your test book before you leave the room. About halfway through the testing session, I will say STOP, and we will have a short break. Then you may continue to work.

Continue on until you see the word STOP.

During the test, there is to be no talking or disturbance. You are to look at your own book, not your neighbor's.

When you have finished answering all the questions, you should go back and check your work.

Check to make sure students have not turned the page or started work.

SAY When you finish checking your work, you should close your reading test book. Sit quietly until everyone is finished. (OPTIONAL: You may read a book, but you may not do any writing.)

You will be taking only Session 1 of the reading test now. Turn to Session 1 beginning on Page 2. Are there any questions?

Pause to answer questions.

SAY Read the directions and mark or write carefully in your reading test book. You will not lose any points for guessing, so try to answer every question.

You may begin.

While students are taking the test, move around the room. Check to see that students are marking answers in the correct area of their test books and are working independently.

STRETCH BREAK. Have a stand-and-stretch break after 20 to 25 minutes. Use the following instructions.

SAY STOP. Close your reading test book so that you can stand and stretch. Do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your reading test book and continue working until you come to the STOP on Page 13.

If all students are finished at the end of the 50-minute testing session, end the session. If any students are still working, you may let them work up to 10 additional minutes. After 10 minutes,

SAY STOP. Close your reading test book.

Make sure that each student hands in to the test administrator his or her test book. Make sure no student has an opportunity to take any test books from the room. As a test administrator, you are responsible for maintaining the security of the test books while they are in your possession.

READING SESSIONS 2 AND 3

SAY Today you are going to complete Session ___ (refer to session as being 2 or 3) in your reading test book. Do not open your reading test book until you are told to do so.

Session 2 begins on Page 14. Session 3 begins on Page 24.

Distribute the reading test books to the students. Make sure that each student receives his or her own test book from Session 1. Administer the sample questions to any student who was absent for Session 1.

SAY If at any time you need to leave the room, raise your hand. Only one student may leave at a time, and you must hand in your test book before

you leave the room. About halfway through the testing session, I will say STOP, and we'll have a short break. Then you may continue to work.

During the test, there is to be no talking or disturbance. You are to look at your own test, not your neighbor's.

When you have finished answering all the questions, you should go back and check your work from Session ___ (refer to Session 2 or 3).

When you finish checking your work, close your reading test book and place your pencil on top of the book. Sit quietly until everyone is finished. (OPTIONAL: You may read a book, but you may not do any writing.) Are there any questions?

Answer any questions and then continue.

SAY Read the directions and mark or write carefully in your reading test book. You will not lose any points for guessing, so try to answer every question.

Open your reading test book and turn to Session ___ on page ___ (refer to Session 2 on Page 14 or Session 3 on Page 24).

Pause.

SAY Start at the beginning of Session ___ (refer to Session 2 or 3) and work until you finish Session ___ (refer to Session 2 or 3), or I say STOP. At the end of Session ___ (refer to Session 2 or 3), you will see the word STOP. Until time is called, go back and check your answers or answer questions you did not complete. When you are finished, close your reading test book. You may not go back to Session ___ (refer to Session 1 or 2). You may begin.

Session 2 ends on Page 23. Session 3 ends on Page 39.

STRETCH BREAK. Have a stand-and-stretch break after 20 to 25 minutes. Use the following instructions.

SAY STOP. Close your reading test book so that you may stand and stretch. Do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your reading test book and continue working.

If all students are finished at the end of the 50-minute testing session, end the session. If any students are still working, you may let them work up to 10 additional minutes. After 10 minutes,

SAY STOP. Close your reading test book.

Make sure that each student hands in his or her test book to the test administrator. Make sure no student has an opportunity to take test books from the room. As a test administrator, you are responsible for maintaining the security of the test books while they are in your possession.

Make sure that students make no marks on the score sheet at the end of the test book.

ADMINISTERING THE GRADE 4 WRITING TEST

The following symbols are used throughout the specific directions for administering the Grade 4 writing test.

SAY

The directions you are to read aloud to the students are preceded by the word "SAY" in a box.

> *Information that is only for you and is not to be read aloud is indented with a bar and printed in italic type.*

This symbol indicates places where you will need to use a test book. For example, there are times when you will discuss specific sample items or read information in the test book to the students.

Specific directions for the test begin on the next page. Remember that the student data grid on the back cover of the writing test book must be completed prior to the administration of the first testing session of the writing assessment. Follow the instructions on Pages 14–16 to complete this task.

Before administering the test, take a moment to have your students look through the test book. Point out the **Go On** arrows and the **STOPs**. Tell the students that whenever they see a **STOP,** they should not go on. If there is time remaining in the testing session, students may go back and check their work or answer any questions they did not answer in that session. Point out that some pages have a sign that says **Do not mark on this page.** Students should not make any marks on these pages. Students should also be directed not to make any marks on the page containing the Colorado Student Assessment Program Score Sheet found at the back of each test book. Point out the different **icons** on the inside front cover. Instructions for explaining these are given on the following page.

It is important that test administrators read only the words contained in this script.

Check to see that each student has a test book. Either the student or the test administrator will have written the student's name on the front cover and filled in the student-identifying information on the student data grid on the back cover of the writing test book.

Introduce the writing test. If your students know the word "mechanics" or "conventions" instead of "grammar," make that substitution.

SAY

Today you are going to complete Session 1 in the writing test book for the Colorado Student Assessment Program. It is important for you to do as well as you can so we can see how well you really write.

This is a writing test. Today you will be tested on writing, grammar (mechanics or conventions), spelling, and punctuation skills, as well as content, organization, and style. Your writing test book contains a writing task. You are going to write the first draft in your test book. Read all the directions carefully and write only on the lines provided. Do not write beyond the lines.

Point to the margins next to the lines. Tell students not to write in this area.

SAY

Turn to the inside front cover of your test book and read along while I read aloud.

As you work in this book, you will see some small pictures called "icons."

Look at the first icon. This icon means that you will plan your writing.

Look at the second icon. This icon means that you will write a first draft.

Look at the third icon. This icon means that you will think about revisions to your first draft.

Look at the fourth icon. This icon means that you will write your final copy.

Look at the last icon. This icon means that you should proofread your final copy by checking your spelling, grammar (mechanics or conventions), capitalization, and punctuation.

Are there any questions?

Pause to answer questions.

SAY

If at any time you need to leave the room, raise your hand. Only one studen may leave at a time, and you must hanc in your test book before you leave the room. About halfway through the testing session, I will say STOP, and we'll have a short break. Then you may continue to work.

During the test, there is to be no talkinç or disturbance. You are to look at your own book, not your neighbor's.

Are there any questions?

Pause to answer questions.

SAY

Read the directions carefully.

Look at Session 1 beginning on Page 1 of your writing test book.

Show the page for planning and the pages for writing drafts. Encourage the students to use the planning page, as they are given credit for evidence they planned their drafts.

SAY Your writing test book contains a writing task. You are going to use the planning page and then write the first draft in your test book. Silently read the task to yourself. Then go on to do the work.

Are there any questions?

Pause to answer questions.

SAY Read the directions carefully. You may begin.

While students are taking the test, move around the room. Check to see that students are writing in the correct area of their test books and are working independently.

STRETCH BREAK. Have a stand-and-stretch break after 20 to 25 minutes. Use the following instructions.

SAY STOP. Close your writing test book. You may stand and stretch. Do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your writing test book and continue working.

If all students are finished at the end of the 50-minute testing session, end the session. If any students are still working, you may let them work up to 10 additional minutes. After 10 minutes,

SAY STOP. This is the end of the testing session. Close your writing test book.

Make sure that each student hands in to the test administrator his or her test book. Make sure no student has an opportunity to take test books from the room. As a test administrator, you are responsible for maintaining the security of the test books while they are in your possession.

WRITING SESSION 2

SAY Today you are going to complete Session 2 in your writing test book. Do not open your writing test book until you are told to do so.

Distribute the writing test books to the students. Make sure that each student receives his or her own test book from Session 1 and that every student taking Session 2 has completed Session 1.

SAY Today you are going to complete one editing task and then go back to your draft and revise it.

We will begin by doing a sample task. Turn to Session 2 on Page 6 in your writing test book.

Make sure students are on the correct page.

SAMPLE A

SAY Now find Sample A. Read the following sentences. There are four words or phrases underlined in the sentences. The word or phrase is underlined because it may contain a mistake in grammar (mechanics or conventions), punctuation, capitalization, or spelling. Look carefully at each underlined word or phrase. If there is no mistake, make no change. If there is a mistake, make the correction in the space above it. When you have finished, stop working.

Give students time to look at Sample A and correct the errors. Then discuss the sample with them.

SAY The correct answers for the four words or phrases in Sample A are: (1) "more longer," is not correct; you should have changed it to "longer,"; (2) "there" is correct; you should have made no change; (3) "bike. And" is not correct; you should have removed the period and made "And" start with a small letter; and (4) "plays" is not correct; you should have changed it to "play."

Are there any questions?

Pause to answer questions.

SAY When you have finished the editing task, read the questions on Page 7 to help you with revising the draft you wrote during Session 1. Then write the final copy on Pages 8 to 11 in your writing test book. When you are finished, use the Writer's Checklist to help you make sure you have done your best.

Carefully follow the directions in your writing test book. If you have any questions when you get to the revising part, raise your hand.

If at any time you need to leave the room, raise your hand. Only one student may leave at a time, and you must hand in your test book before you leave the room. About halfway through the testing session, I will say STOP, and we'll have a short break. Then you may continue to work.

During the test, there is to be no talking or disturbance. You are to look at your own test, not your neighbor's.

When you have finished answering all the questions, you should go back and check your work. When you finish checking your work, you should close your writing test book and place your pencil on top of the book. Sit quietly until everyone is finished. (OPTIONAL: You may read a book, but you may not do any writing.)

Are there any questions?

Answer any questions and then continue. Check to see that students are in the right session of their test books.

SAY Read the directions carefully. You may begin.

While students are taking the test, move around the room. Check to see that students are writing in the correct area of their test books and are working independently.

STRETCH BREAK. Have a stand-and-stretch break after 20 to 25 minutes. Use the following instructions.

SAY STOP. Close your writing test book. You may stand and stretch. Do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your writing test book and continue working.

If all students are finished at the end of the 50-minute testing session, end the session. If any students are still working, you may let them work up to 10 additional minutes. After 10 minutes,

SAY STOP. This is the end of this testing session. Close your writing test book.

Collect all materials.

SAY Today you are going to complete Session 3 in your writing test book. Do not open your writing test book until you are told to do so.

Distribute the writing test books to the students. Make sure that each student receives his or her own test book from Sessions 1 and 2.

SAY You are going to answer multiple-choice questions about vocabulary, subject and verb agreement, adjectives, capitalization, and punctuation, and write three paragraphs in response to questions.

Open your test book to the first page of Session 3 of the writing test. This begins on Page 12.

Check to see that all students are on the correct page in their test books.

SAY We will begin by doing some multiple-choice sample questions. For each sample, fill in the circle, called a "bubble," that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

SAMPLES B AND C

SAY

Now find Samples B and C on the first page of Session 3. Samples B and C show you vocabulary and subject and verb agreement questions. Read Sample B. Choose the word that best answers the question. When you have finished Sample B, stop working.

Give students time to answer Sample B. Then discuss the sample with them. The correct answer for Sample B is "eager" because "eager" indicates wanting something very much.

SAY Are there any questions?

Pause to answer questions.

SAY

Now read Sample C and choose the word that belongs in the sentence. Fill in the bubble of the answer you choose. When you have finished, stop working.

Give students time to answer Sample C. Then discuss the sample with them. The correct answer for Sample C is "am" because the sentence should be "I am writing a letter."

SAY Are there any questions?

Pause to answer questions.

SAMPLES D AND E

SAY

Now find Samples D and E on the first page of Session 3. Samples D and E show you adjectives, capitalization, and punctuation questions. Read Sample D. Choose the word from the four choices listed that best completes the correct meaning of the sentence. Read Sample E. Choose the correct answer. When you have finished, stop working.

Give students time to answer Samples D and E. Then discuss the samples with them. The correct answer for Sample D is "hot soup" because "hot" should go in the front of "soup." The correct answer for Sample E is "highway with a lowercase 'h,' then a period, and then 'It' with an uppercase 'I,'" because "highway" is the end of one sentence and "it" is the beginning of the next sentence.

SAY Are there any questions?

Pause to answer questions.

QUESTIONS 1 THROUGH 32 AND THREE CONSTRUCTED-RESPONSE ITEMS

SAY Remember to read all directions and information in the test book. When you come to the word STOP at the bottom of the page, you have finished the testing session. You may go back over the test and check your work from Session 3 only. You may **not** go back to Session 2.

If at any time you need to leave the room, raise your hand. Only one student may leave at a time, and you must hand in your test book before you leave the room. About halfway through the testing session, I will say STOP, and we'll have a short break. Then you may continue to work.

During the test, there is to be no talking or disturbance. You are to look at your own test, not your neighbor's.

When you finish checking your work, you should close your writing test book and place your pencil on top of the book. Sit quietly until everyone is finished. (OPTIONAL: You may read a book, but you may not do any writing.)

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY Read the directions and mark or write carefully in your writing test book. You will not lose any points for guessing, so try to answer every question.

You may begin.

Check to see that students are in the right place in their test books and are filling in the bubbles correctly.

STRETCH BREAK. Have a stand-and-stretch break after 20 to 25 minutes. Use the following instructions:

SAY STOP. Close your books. You may stand and stretch. Do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your books and continue working.

If all students are finished at the end of the 50-minute testing session, end the session. If any students are still working, you may let them work up to 10 additional minutes. After 10 minutes,

SAY STOP. This is the end of the testing session. Close your writing test book.

Collect all test materials. Make sure that each student hands in to the test administrator his or her writing test book before leaving and that no student has an opportunity to take test books from the room.

PART 7

INSTRUCTIONS FOR TEST ADMINISTRATORS FOLLOWING TESTING

ENTERING THE SPECIAL CODES ON THE STUDENT DATA GRID

Student I.D. Number

The STUDENT I.D. NUMBER section of the student data grid is the only section of the student data grid that schools have the option of leaving blank. If the students at your school are assigned unique student I.D. numbers, and your school would like these numbers to appear on student results alongside the student names, use columns A–I. Fill in one circle per column to code the student's I.D. number. The first digit of a student's number should correspond with a filled-in circle in column "A," the second digit in column "B," etc.

Special Codes

The test administrator is responsible for accurate coding of all Special Codes on the student data grid of **both** the reading and the writing test books of **each** student in the test administrator's class or group.

For each student, in the section of the student data grid labeled SPECIAL CODES, fill in the **single** circle in each column that is most appropriate.

In column J, the designations for RACE AND ETHNICITY, fill in the **one** circle corresponding to the student's race/ethnicity.

0 White
1 Black
2 Hispanic
3 Asian/Pacific Islander
4 Native American/Alaskan Native
5 Other

In column K, the designations for LENGTH OF TIME STUDENT HAS BEEN IN THE DISTRICT, fill in the **one** corresponding circle.

0 6+ months
1 3–6 months
2 0–3 months

In column L, the designations for LENGTH OF TIME THE STUDENT HAS BEEN IN THE SCHOOL, fill in the **one** corresponding circle.

0 6+ months
1 3–6 months
2 0–3 months

In column M, the designations for ACCOMMODATIONS USED, fill in the **one** circle corresponding to the **main** accommodation.

0 None
1 Spanish version (SUPERA)
2 Braille version
3 Large-print version
4 Audiotaped (directions only)
5 Audiotaped (entire test)
6 Scribe
7 Signing of presentation or response
8 Assistive communication device for response
9 Extended/modified timing/scheduling of administration

In columns N and O, the designations for DISABILITIES, fill in the **one** circle in either column that describes the student's primary disability or disabilities as identified in the student's IEP. Only **one** circle in only **one** of the two columns should be filled in.

column N
0 None
1 Significantly limited intellectual capacity
2 Emotional disability
3 Perceptual/communication disability
4 Hearing disability
5 Visual disability
6 Physical disability
7 Autism
8 Traumatic brain injury
9 Speech/Language disability

column O
0 Deaf-Blind
1 Multiple handicaps

In column P, the designations for LANGUAGE BACKGROUND, fill in the **one** corresponding circle.

0 English
1 Spanish—NES (1 or 2)
2 Spanish—LES (3)
3 Spanish—FES (4 or 5)
4 Other—NES (1 or 2)
5 Other—LES (3)
6 Other—FES (4 or 5)

In column Q, the designations for DID NOT TEST/INCOMPLETE/INVALID, fill in the **one** corresponding circle.

0 Does not apply as student completed all testing sessions
1 Student took SUPERA
2 Student did not test—Student does not read English or Spanish
3 Student did not test—Student is not working toward district standards, but is working toward individualized standards
4 Student did not test due to parental refusal
5 Student's test is incomplete due to absence on testing and make-up days (test is incomplete if even one testing session has been missed or discontinued)
6 Student's test is invalid (student becomes ill, shares answers, makes no attempt to respond to test)

In the box labeled EDUCATIONAL PROGRAMS, fill in the circles corresponding to **any/all** that apply.

R IEP (Individualized Education Plan)
S 504 Plan
T Title I

ORGANIZING MATERIALS FOR RETURN TO THE SCHOOL COORDINATOR

After testing is complete, test administrators should check students' test books for the following:

- Each student has written his or her name on the front cover of their test books.
- A standard English CSAP reading test book and writing test book is being returned for **every** student, including those who did not test or who took SUPERA or an accommodated version of the test.
- All student-identifying information on the student data grid is complete and correct on **both** the reading **and** writing test books for each student. The STUDENT'S NAME, TEACHER, SCHOOL, DISTRICT, GRADE, BIRTH DATE, and GENDER section must be filled in properly.
- The STUDENT I.D. NUMBER, if used, and SPECIAL CODES fields are filled in on both the student's reading **and** writing test books according to the instructions in the preceding section of this manual. Accurate entry of information in the SPECIAL CODES fields is essential for accurate results.
- All circles that students intended to mark are filled in completely.
- All stray pencil marks are erased.
- All erasures are complete.

Once you are sure these requirements have been fulfilled, return the reading test books, the writing test books, any SUPERA test books, and the unused materials to your school coordinator.

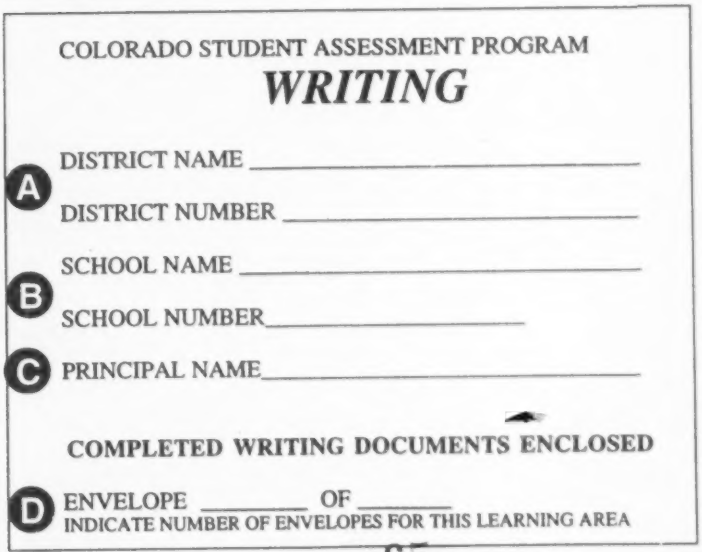
PART 8

INSTRUCTIONS FOR SCHOOL COORDINATORS FOLLOWING TESTING

After testing is complete, school coordinators are responsible for ensuring that test materials from the school are accounted for and assembled properly for the return shipment and subsequent scoring processes.

Follow these steps for each school:

1. Ensure that a standard English CSAP reading test book and a CSAP writing test book has been turned in for **every** student, including those who did not test, who took SUPERA, or who took an accommodated version of the assessment.
2. Verify that the student data grids, including the SPECIAL CODES fields, have been completed on each reading and writing test book.
3. Complete Group Information Sheets and School/Group Lists according to the instructions in the next sections.
4. Place the used test books in the envelopes provided according to the learning area (reading, writing, or SUPERA). Labels have been provided for school coordinators to indicate which learning area is in each envelope. Learning areas **cannot** be mixed within the envelopes.
5. Fill out and affix to each envelope a "Reading," "Writing," or "SUPERA" label to indicate the contents of the envelope. To fill out the label:
   - **A** Write the district name and number as indicated in the School List in Appendix E in the spaces provided.
   - **B** Write the school name and number as indicated in Appendix E in the spaces provided.
   - **C** Write the school principal's name in the space provided.
   - **D** Count the number of envelopes and fill in the blanks. Each group of reading, writing, and SUPERA envelopes should begin with the number "1" and be labeled successively.


COLORADO STUDENT ASSESSMENT PROGRAM

WRITING

A DISTRICT NAME _____

DISTRICT NUMBER _____

SCHOOL NAME _____

B SCHOOL NUMBER_____

C PRINCIPAL NAME_____

COMPLETED WRITING DOCUMENTS ENCLOSED

D ENVELOPE _____ OF _____

INDICATE NUMBER OF ENVELOPES FOR THIS LEARNING AREA

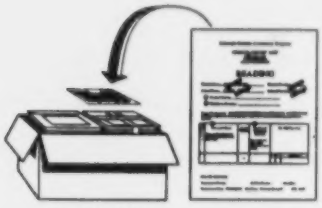
6. Place the Group Information Sheet associated with each group of test books in the corresponding Envelope 1.

7. If you are from a center school for special education students, repeat steps 1 through 6 for any neighborhood schools of origin. (See the section titled "Completing a Blank Group Information Sheet" on Page 34 for more information about neighborhood schools of origin.)

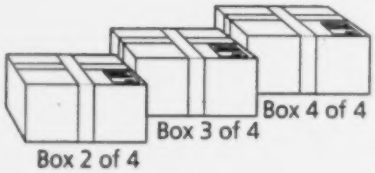
8. All unused test materials must be returned along with the used test materials. Unused materials should be banded together and marked "Unused."

9. Seal the envelopes and stack them in boxes. Number the boxes "1 of __," "2 of __," etc., and place the School/Group Lists for the reading, writing, and SUPERA assessments on top of the envelopes in Box 1.

10. Return the boxes containing all used and unused test materials to your District Assessment Coordinator during the week following testing. Be sure the boxes clearly indicate the school name and number.



Box 1 of 4



Box 2 of 4

SCHOOL PACKAGING

The School/Group Lists are placed on top of the envelopes in the first box for each school. The boxes should not be sealed until **after** the District Assessment Coordinator has checked the packaging.

COMPLETING THE PRECODED GROUP INFORMATION SHEET

At least two Group Information Sheets must be completed by each school (one for reading and one for writing). The specially provided Group Information Sheet for SUPERA must also be completed if SUPERA is used at your school. The school coordinator is responsible for this task. Group Information Sheets indicate which group of student test books belong with a particular school.

Precoded Group Information Sheets have been provided for each school. The following information has been precoded for all Group Information Sheets:

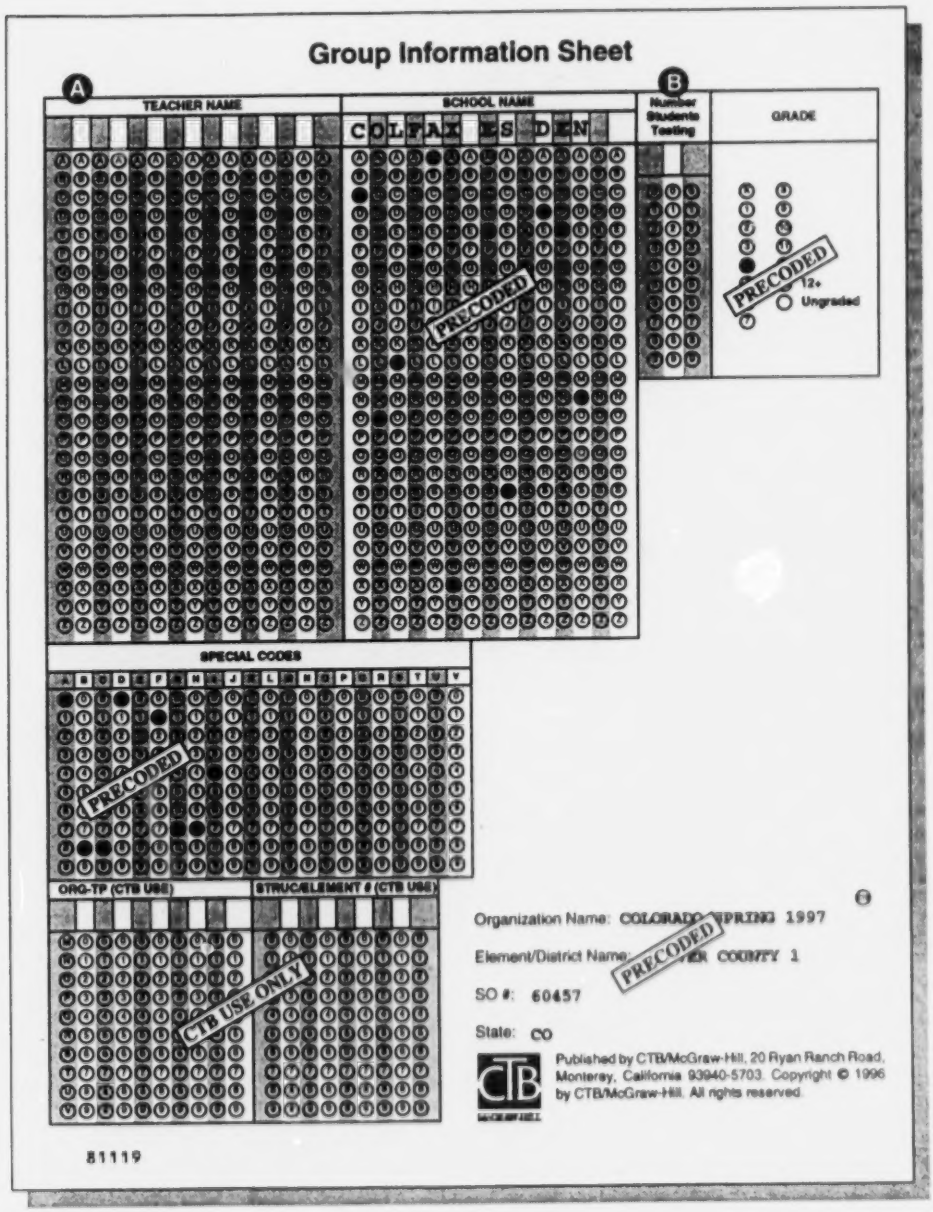
- School Name
- Grade
- Preassigned unique District and School Identification Numbers in columns A through I of the SPECIAL CODES field

Complete the sections on the Group Information Sheet corresponding to "A" and "B" below. Use only the original Group Information Sheets provided by CTB (e.g., do not photocopy the Group Information Sheet for one learning area and use the photocopy for the other learning area). See the corresponding letters drawn on the Sample Group Information Sheet on the following page.

A Write the principal's name in the boxes under TEACHER NAME and fill in the corresponding circles under each letter.

B Using leading zeros if needed, write the number of students tested. Then fill in the appropriate circle under each numeral. Be sure that this number is the count of students whose test books are being returned for processing. For the reading or writing Group Information Sheets, this number should include students who were not tested, who took an accommodated version, or who took SUPERA. A reading and writing test book must be returned for **every** student.

SAMPLE PRECODED GROUP INFORMATION SHEET



BEST COPY AVAILABLE

COMPLETING A BLANK GROUP INFORMATION SHEET

All schools should receive precoded Group Information Sheets. If a school did not receive a sufficient quantity of precoded Group Information Sheets, blank Group Information Sheets may be filled out according to the following instructions. (Please note that Blank Group Information Sheets may **not** be used with SUPERA materials. Only the Precoded Group Information Sheets provided specifically for use with SUPERA materials may be used in conjunction with the SUPERA assessment.)

Blank Group Information Sheets have also been provided for each school for use in the event that the school is testing a student or students whose results should be reported with the results of the student's neighborhood school of origin. This will be the case when a student's IEP directs the student to attend a program in a school that is not the student's neighborhood school. The District Assessment Coordinator can help school coordinators identify where this special processing must be completed.

If the school has any students whose results should be reported with and sent to a school other than that where the testing occurred, a separate reading Group Information Sheet **and** a separate writing Group Information Sheet must be completed for **each** applicable neighborhood school of origin. The reading or writing test books of the students whose results belong with the neighborhood school of origin should be grouped with the corresponding Group Information Sheet and placec in an envelope at the top of the school's materials for the return shipment. Separate School/Group Lists are also needed for the reading test books and writing test books of each applicable neighborhood school of origin. (See instructions in the section titlec "Completing a Blank School/Group List" on Page 38 for completing the corresponding School/Group Lists.)

See corresponding letters drawn on the Sample Blank Group Information Sheet on the following page.

A Write the appropriate principal's name in the boxes under TEACHER NAME. Then fill in the appropriate circle under each letter.

B Write the appropriate **abbreviated** school name **exactly** as shown in Appendix E for the applicable school. Then fill in the appropriate circle under each letter.

C Using leading zeros if needed, write the number of students tested for the school being identified. Then fill in the appropriate circle under each numeral. Be sure that this number is the count of students whose reading or writing test books are in the group being returned for processing for that school.

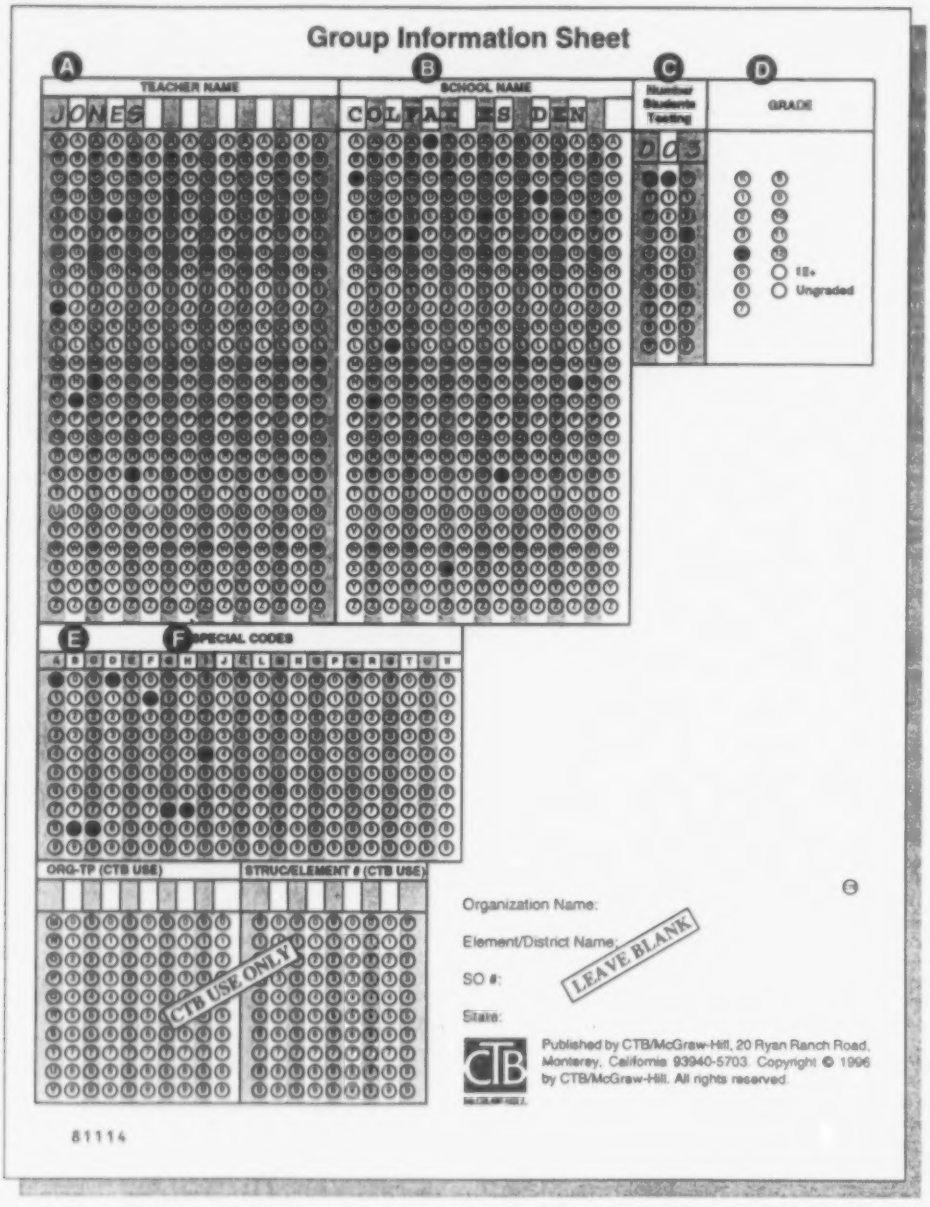
D Fill in the circle corresponding to Grade 4.

E Fill in the preassigned district number as shown in Appendix E in columns A through D of the SPECIAL CODES field.

F Leaving column E blank, fill in the preassigned school number as shown in Appendix E in columns F–I of the SPECIAL CODES field.

BEST COPY AVAILABLE

SAMPLE BLANK GROUP INFORMATION SHEET



BEST COPY AVAILABLE

COMPLETING THE PRECODED SCHOOL/GROUP LIST

At least two School/Group Lists must be completed by each school (one for reading and one for writing). The specially provided School/Group List for SUPERA must also be completed if SUPERA is used at your school. The school coordinator is responsible for this task.

Precoded School/Group Lists have been provided for each school. The following information has been precoded on all School/Group Lists:

- District Name and Number
- School Name and Number
- Grade

See the corresponding letters drawn on the Sample Precoded School/Group List on the following page.

A Write the name of the individual at the school who should be contacted in the event that CTB/McGraw-Hill has questions concerning the materials returned for processing.

B Write the telephone number of the contact person.

C Write the principal's name in the box under PRINCIPAL'S NAME. This should match the name on the Group Information Sheet.

D Write the number of test books enclosed. Be sure that this number is the count of students whose test books are being sent for processing. For the reading or writing School/Group Lists, this number should include students who were not tested, who took an accommodated version, or who took SUPERA. This number should match the number on the corresponding reading or writing Group Information Sheet.

SAMPLE PRECODED SCHOOL/GROUP LIST

Colorado Student Assessment Program

SCHOOL/GROUP LIST

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey CA 93940-5703

READING

District Name DEN[PRECODED] COUNTY District Number [PRECODED]

School Name COLFAX ES [PRECODED] School Number 177[PRECODED]

(A) Contact Person _____

(B) Telephone Number _____

General Instructions: DO NOT LIST MORE THAN ONE SCHOOL ON THIS FORM.
CTB/McGraw-Hill uses the School/Group List to ensure that we have received all your groups of answer documents.

CTB USE	(C) Principal's Name Name on School/Group List and Group Information Sheet must match	Grade Tested	(D) Number of Test Books Enclosed One reading test book must be returned for *every* student	For CTB Use Only	
				QC	Comments
		4			

FOR CTB USE ONLY:

Organization Number: **Op-Unit Number:** **Struc/Elm:**

Organization Name: COLORADO **Elm Name: Colorado Spring 97** **SO#: 60457**

COMPLETING A BLANK SCHOOL/GROUP LIST

All schools should receive precoded School/Group Lists. If a school did not receive a precoded School/Group List, a blank School/Group List should be filled out according to the following instructions.

Blank School/Group Lists have also been provided for each school for use in the event that the school is testing a student or students whose results should be reported with the results of the student's neighborhood school of origin. If the school has any students whose results should be reported with and sent to a school other than that where the testing occurred, a separate reading School/Group List **and** a separate writing School/Group List must be completed for **each** applicable neighborhood school of origin. The reading or writing test books of the students whose results belong with the neighborhood school of origin should be grouped with the corresponding Group Information Sheet and placed in an envelope at the top of the school's materials for the return shipment.

See corresponding letters drawn on the Sample Blank School/Group List on the following page.

A Write the District Name and District Number in the spaces provided. These should match the district name and number as listed in the School List in Appendix E.

B Write the School Name and School Number in the spaces provided. These should match the school name and number as listed in the School List in Appendix E. (If results should be reported with the results of the student's neighborhood school of origin, write the neighborhood school's name and number.)

C Write the name of the individual at the school who should be contacted in the event that CTB has questions concerning the materials returned for processing.

D Write the telephone number of the contact person.

E Write the appropriate principal's name in the box under PRINCIPAL'S NAME. This should match the name on the corresponding Group Information Sheet.

F Write the number of test books enclosed. Be sure that this number is the count of students whose reading or writing test books are in the group being sent for processing for that school. This number should match the number on the corresponding Group Information Sheet.

SAMPLE BLANK SCHOOL/GROUP LIST

Colorado Student Assessment Program

SCHOOL/GROUP LIST

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey CA 93940-5703

WRITING

(A) **District Name**_____ **District Number**_____

(B) **School Name**_____ **School Number**_____

(C) **Contact Person** _____

(D) **Telephone Number** _____

General Instructions: DO NOT LIST MORE THAN ONE SCHOOL ON THIS FORM.
CTB/McGraw-Hill uses the School/Group List to ensure that we have received all your groups of answer documents.

CTB USE	(E) Principal's Name Name on School/Group List and Group Information Sheet must match	Grade Tested	(F) Number of Test Books Enclosed One writing test book must be returned for *every* student	For CTB Use Only	
				QC	Comments
		4			

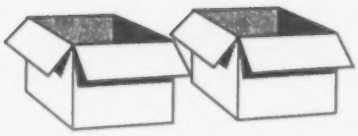
FOR CTB USE ONLY:

Organization Number: **Op-Unit Number:** **Struc/Elm:**

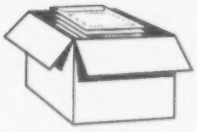
Organization Name: COLORADO **Elm Name: Colorado Spring 97** **SO#: 60457**

INSTRUCTIONS FOR DISTRICT ASSESSMENT COORDINATORS FOLLOWING TESTING

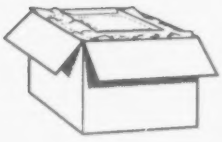
Follow these guidelines for **each** school. Steps 1 and 2 need be completed only if the boxes returned from the schools are in need of replacement.



Step 1 Obtain shipping boxes. Use corrugated cardboard boxes that are sturdy and dry. The boxes in which testing materials were delivered to you are ideal, provided they remain in good condition and that former labels and other markings have been removed or covered.

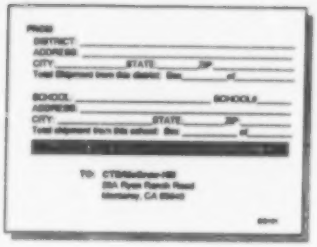


Step 2 Place a school's stacks of envelopes containing reading test books, stacks of envelopes containing writing test books, and any envelopes containing SUPERA test books in the box(es). Stack the materials flat in the box(es). Unused materials should be banded together, marked as unused, and placed in the box(es) as well.



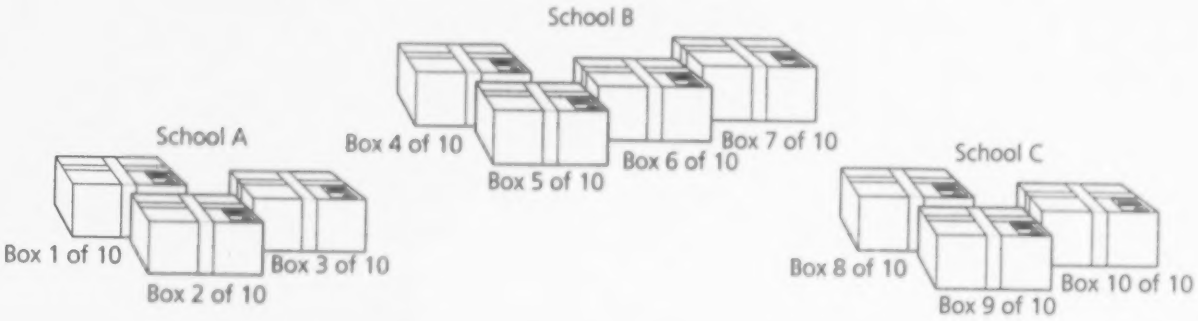
Step 3 Add packing material to the box(es). Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.

Step 4 Complete the school information on the appropriate number of shipping labels and attach a shipping label to each box. These labels have been included in your District Assessment Coordinator's Kit. Use the information in the School List in Appendix E if needed to complete the shipping labels.



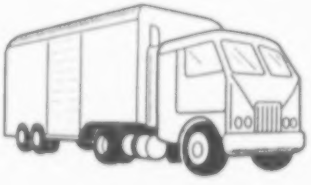
Step 5 Repeat steps 1 through 4 for each school.

Step 6 Complete the district information on the shipping label affixed to each district box.



This shows the packaging for a district with three schools. The district's shipping labels should be numbered in sequence to show **both** the box numbers from each school **and** the box numbers from the district.

Step 7 Hold box(es) for pick up by CTB/McGraw-Hill's shipping contractor. The shipping contractor will retrieve the materials between May 19 and May 23, 1997. If the boxes need to be stored before they are shipped, keep them in a safe, dry place. Wet or damp documents will wrinkle and curl and cannot be scored.



Appendix A

STUDENTS WITH DISABILITIES FOR WHOM THE ASSESSMENT MAY BE INAPPROPRIATE

The Spring 1997 state assessment will not include alternate assessments for the very small number of students with Individualized Education Plans (IEPs) that specify that individualized standards will be achieved in the assessed content areas rather than the district-adopted standards for those content areas (HB93-1313, Section 4, 22-20-108).

HOW WILL DECISIONS FOR NON-PARTICIPATION BE MADE?

Attempt the assessment using the approved list of accommodations. If the student is still not able to participate, document the attempt.

OR

Review the student's IEP for current diagnostic assessment information and statements of need. Document the data that describe the inability of the student to participate even with accommodations.

The decision **must** be based on the following considerations:

- the unique needs of the individual student, not specific disability category or program placement
- documentation in the student's IEP of the need for individualized standards in the assessed content area and the student's inability to participate even with accommodations

The decision must **not** be made based on:

- poor attendance by the student
- ongoing disruptive behavior
- expectation of poor performance by the student

For this baseline year, it is important to include as many students as possible in the state assessment. It will be the responsibility of the IEP team to document the rationale for non-participation and to justify by some means the progress of these students.

HOW WILL THE DECISIONS FOR NON-PARTICIPATION BE DOCUMENTED AND REPORTED?

The decision regarding non-participation will be documented on the IEP and on the student data grid on the test book. The number of students who do not participate will be reported with the assessment results and will be available to policymakers, educators, administrators, the media, and the public.

ACCOMMODATIONS

Appendix B

WHAT ARE ACCOMMODATIONS?

An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or the performance criteria. It "levels the playing field" but does not provide an unfair advantage. For example, one accommodation for a student with a learning disability that impacts his or her ability to read might be to read a writing assessment to the student. This would not affect the evaluation of the student's writing knowledge and skills. However, reading the reading test to a student would be an accommodation that would provide an unfair advantage, and the test results would not be a valid indicator of a student's ability to decode print. Therefore, this is not an allowable accommodation.

Students have diverse learning styles and, therefore, require diverse methods in order to acquire knowledge and to provide evidence of learning. Accommodations are used during instruction to provide students with access to information and learning activities. The intent of assessment is to describe all students' true levels of achievement with the greatest accuracy. Accommodations during assessment activities allow students to appropriately demonstrate their knowledge and skills. Accommodations will be allowed for this test and may be selected from the table on the following page if the accommodations also are used during instruction to assist the student in learning the content. Thus, a student with the learning disabilities described above might need an audiotaped presentation of the directions and more time to complete the reading assessment; he or she also may need an audiotaped presentation of the directions and content for the writing assessment. By allowing these accommodations, more accurate information would be available on this student's proficiencies.

WHAT ACCOMMODATIONS WILL BE ALLOWED?

The tables on the next page show the accommodations that will be available for the 1997 fourth-grade assessment. Some of these accommodations must be documented; others may be used without documentation. Research is currently under way on accommodations appropriate to assessment activities. Therefore, this list may be amended for future assessments.

There are four criteria for selecting accommodations:

1. The accommodations must be ones used during prior instruction so that the student is familiar with them.
2. Only those accommodations the student requires for the specific content area being assessed may be selected.

3. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student, and may actually have the opposite effect.

4. A student may be allowed more than one accommodation. For example, a student who requires a Braille version or scribe will probably also require extra time.

Accommodations That MUST Be Documented

Timing and Scheduling
• Time extension of more than 10 minutes in a session. Any student who may need more than one hour to complete a test session should be identified ahead of time and, preferably, should be administered the assessment in separate sessions. If, and only if, the student actually takes more than 60 minutes, then the accommodations should be recorded on the student data grid if it is the main accommodation. • Breaking up testing sessions into smaller segments for the reading assessment only. This accommodation will **not** be allowed for the writing assessment.

Presentation	Response
• Braille version of the test • Large-type version of the test • Audiotaped reading of the directions and the test. For the reading assessment, only the directions may be read aloud. • Signing of the directions and test	• Use of scribe to write oral responses or fill in bubbles in test book • Use of signing or pointing as alternative responses • Use of Brailler or other assistive communication device (a device that the student uses as his or her normal mode of communication)

Accommodations That DO NOT Need to Be Documented

Timing and Scheduling	Setting
• Time of day • Scheduling of breaks for groups or for individual students as long as length or number of sessions are not affected • Time extensions of up to 10 minutes a session	• Location appropriate to needs of students
Presentation	**Response**
• Use of devices normally used by students for visual, auditory, or kinesthetic assistance (e.g., visual magnification devices, auditory amplification devices, pencil grips, noise buffers) • Rereading of directions to all students	• Spelling of words to students who request it, except on items where spelling will be scored

BEST COPY AVAILABLE

WHICH STUDENTS WILL REQUIRE ACCOMMODATIONS?

Students with specific and unique learning needs usually have instructional plans developed by teams of educators. These are the students who most likely will require accommodations during assessments. Students in special education and students with Section 504 plans have a legal right to the accommodations listed in their instructional plans. Additionally, students receiving other types of instructional assistance, such as Title I or English as a Second Language, also may need appropriate accommodations.

WHO WILL DECIDE?

The teacher who delivers instruction in the content area being assessed will be responsible for determining which accommodations students require. If a team has the responsibility for developing a student's learning plan, the team can provide useful information and assistance.

HOW WILL ACCOMMODATIONS BE DOCUMENTED AND REPORTED?

Certain accommodations used for each student must be documented on the student data grid on the test book. Assessment results can then be reported and examined by accommodations used. Thus, information critical to understanding the effects of accommodations will be available.

Appendix C

LIMITED ENGLISH PROFICIENT STUDENTS

The State of Colorado is committed to the ideal that all students can learn and achieve high standards. In order to demonstrate their knowledge, skills, and abilities, all students need to be provided the opportunity to be assessed. Additionally, information gathered from assessment informs and improves instruction. Historically, limited English proficient students have been excluded from statewide assessment efforts. Therefore, these students have not been provided the opportunity to demonstrate their knowledge and capabilities. As a result, alternative language programs have not been provided with information that could inform and improve instruction.

In order to address this issue, the state is advocating that limited English proficient students actively participate in the statewide assessment program. However, the state also realizes that students who are still in the process of acquiring English will not be able to adequately access the information contained in the English version of the content assessments. This problem has been addressed for Spanish-speaking students by providing a separate Spanish-language assessment measuring student achievement in language arts: SUPERA, published by CTB/McGraw-Hill.

The guidelines that follow have been developed to assist local districts in determining when limited English proficient students should participate in the statewide assessment program.

Under Title VI of the Civil Rights Act of 1964, and subsequent judicial mandates, all districts receiving federal dollars must identify, and provide services to, limited English proficient students. In most Colorado school districts, identification of limited English proficient students is initially done through a home language questionnaire that identifies whether a language other than English is spoken in the home. If there is indication of a language other than English, then the district assesses the child's English language proficiency using a commercially prepared assessment or a state-approved district instrument designed specifically for this purpose. Most assessments follow a five-stage rubric or categorize students as Non-English Speaking (NES), Limited English Speaking (LES), or Fluent English Speaking (FES).

To determine the appropriateness of inclusion or exemption of limited English proficient students in the statewide assessment program, districts should consider their levels of oral language proficiency and the nature of their instructional program. Guidelines are provided in the tables on the next page for students who speak a language other than English. It should be noted that not all speakers of languages other than English are limited in their English language proficiency. Second-language students who are proficient speakers, readers, and writers of English should be included in the state assessment program.

The Colorado Department of Education will provide procedures for documenting why limited English proficient students have been exempted from the statewide assessment program.

Limited English proficient students also are entitled to the same assessment accommodations as their English-speaking peers, as outlined in the previous section.

Limited English Proficient Students Who Speak Spanish

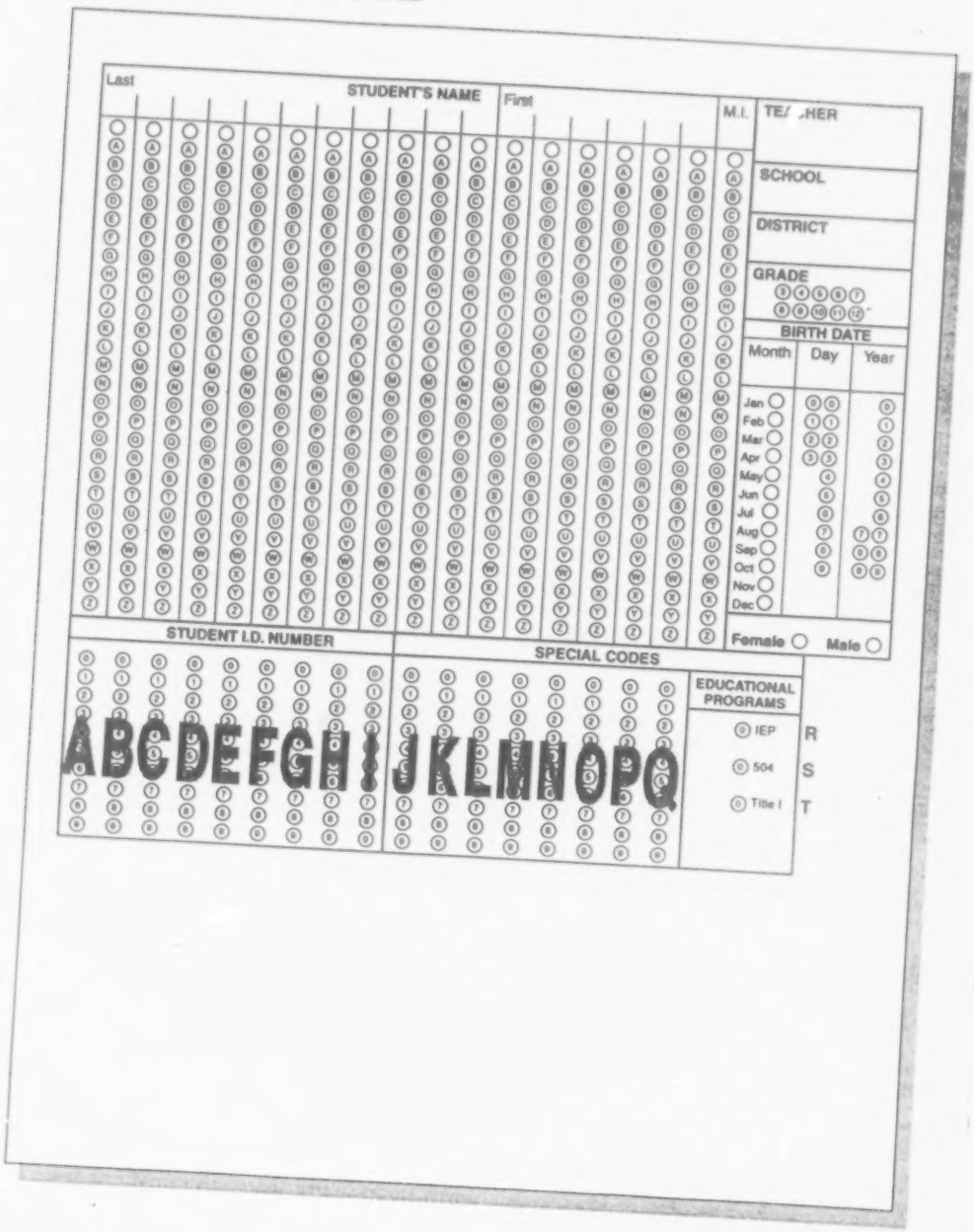
Instructional Program	Decision
The student is currently receiving, or received, formal instruction in Spanish for language arts through the end of third grade.	The student should be considered for the Spanish-language assessment measuring student achievement in language arts (SUPERA).
The student is not in a bilingual program and has not received formal instruction in Spanish through the end of third grade.	Follow the guidelines in the table below for limited English proficient students who speak a language other than Spanish.

Limited English Proficient Students Who Speak a Language Other Than Spanish

Rubric Level	Oral Language Proficiency Level	Decision
1–2	Non-English Speaking (NES)	The student *may* be exempt from the state assessment program.
3	Limited English Speaking (LES)	Student should be included in the state assessment program.
4–5	Fluent English Speaking (FES)	Student should be included in the state assessment program.

Appendix D

SAMPLE STUDENT DATA GRID



BEST COPY AVAILABLE

Appendix E

School List

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
ADAMS	0010	MAPLETON	0798	BERTHA HEID ES	BERTHA HE DEN
ADAMS	0010	MAPLETON	5740	MEADOW ES	MEADOW ES DEN
ADAMS	0010	MAPLETON	6016	MONTEREY ES	MONTEREY DEN
ADAMS	0010	MAPLETON	9036	VALLEY VIEW ELEMENTARY	VALLEY VI DEN
ADAMS	0010	MAPLETON	9442	WESTERN HILLS ES	WESTERN H DEN
ADAMS	0020	NORTHGLENN-TH	0015	ACADEMY OF CHARTER SCHOOLS	ACADEMY O DEN
ADAMS	0020	NORTHGLENN-TH	1388	CENTENNIAL ES	CENTENNIA BRO
ADAMS	0020	NORTHGLENN-TH	2576	CHERRY DRIVE ES	CHERRY DR THO
ADAMS	0020	NORTHGLENN-TH	1878	CORONADO HILLS ES	CORONADO THO
ADAMS	0020	NORTHGLENN-TH	1914	COTTON CREEK ES	COTTON CR WES
ADAMS	0020	NORTHGLENN-TH	2918	FEDERAL HEIGHTS ES	FEDERAL H DEN
ADAMS	0020	NORTHGLENN-TH	4000	HILLCREST ES	HILLCREST NOR
ADAMS	0020	NORTHGLENN-TH	2580	HUNTERS GLEN ES	HUNTERS G THO
ADAMS	0020	NORTHGLENN-TH	5058	LEROY DRIVE ES	LEROY DRI NOR
ADAMS	0020	NORTHGLENN-TH	5418	MALLEY DRIVE ES	MALLEY DR NOR
ADAMS	0020	NORTHGLENN-TH	5706	MC ELWAIN ES	MC ELWAIN THO
ADAMS	0020	NORTHGLENN-TH	6150	MOUNTAIN VIEW ES	MOUNTAIN BRO
ADAMS	0020	NORTHGLENN-TH	6355	NORTH MOR ES	NORTH MOR NOR
ADAMS	0020	NORTHGLENN-TH	6376	NORTH STAR ES	NORTH STA DEN
ADAMS	0020	NORTHGLENN-TH	2584	RIVERDALE ELEMENTARY	RIVERDALE THO
ADAMS	0020	NORTHGLENN-TH	2582	ROCKY MOUNTAIN ELEMENTARY	ROCKY MOU WES
ADAMS	0020	NORTHGLENN-TH	2578	SKYVIEW ES	SKYVIEW E THO
ADAMS	0020	NORTHGLENN-TH	1519	STAR GATE CHARTER SCHOOL	STAR GATE EAS
ADAMS	0020	NORTHGLENN-TH	8361	STUKEY ES	STUKEY ES NOR
ADAMS	0020	NORTHGLENN-TH	2410	TARVER ES	TARVER ES THO
ADAMS	0020	NORTHGLENN-TH	8842	THORNTON ES	THORNTON THO
ADAMS	0020	NORTHGLENN-TH	9494	WESTVIEW ES	WESTVIEW NOR
ADAMS	0020	NORTHGLENN-TH	9682	WOODGLEN ES	WOODGLEN THO
ADAMS	0020	NORTHGLENN-TH	9746	WYCO DRIVE ES	WYCO DRIV NOR
ADAMS	0030	ADAMS COUNTY	0186	ALSUP ES	ALSUP ES COM
ADAMS	0030	ADAMS COUNTY	1426	CENTRAL ES	CENTRAL E COM
ADAMS	0030	ADAMS COUNTY	2308	DUPONT ES	DUPONT ES COM
ADAMS	0030	ADAMS COUNTY	6534	HANSON ES	HANSON ES COM
ADAMS	0030	ADAMS COUNTY	4536	KEMP ES	KEMP ES COM
ADAMS	0030	ADAMS COUNTY	5982	MONACO ES	MONACO ES COM
ADAMS	0030	ADAMS COUNTY	7500	ROSE HILL ES	ROSE HILL COM
ADAMS	0040	BRIGHTON	3900	HENDERSON ES	HENDERSON HEN
ADAMS	0040	BRIGHTON	6294	NORTH ES	NORTH ES BRI
ADAMS	0040	BRIGHTON	6395	NORTHEAST ES	NORTHEAST BRI
ADAMS	0040	BRIGHTON	8060	SOUTH ES	SOUTH ES BRI
ADAMS	0040	BRIGHTON	8130	SOUTHEAST ES	SOUTHEAST BRI
ADAMS	0050	BENNETT	0770	BENNETT ES	BENNETT E BEN
ADAMS	0060	STRASBURG	8328	STRASBURG ES	STRASBURG STR
ADAMS	0070	WESTMINSTER	0496	BAKER ES	BAKER ES DEN
ADAMS	0070	WESTMINSTER	0788	BERKELEY GARDENS ES	BERKELEY DEN
ADAMS	0070	WESTMINSTER	1622	CLARA E. METZ ES	CLARA E. DEN
ADAMS	0070	WESTMINSTER	2876	FAIRVIEW ES	FAIRVIEW DEN
ADAMS	0070	WESTMINSTER	7810	FLYNN ES	FLYNN ES WES
ADAMS	0070	WESTMINSTER	3144	FRANCIS M. DAY ES	FRANCIS M DEN
ADAMS	0070	WESTMINSTER	3792	HARRIS PARK ES	HARRIS PA WES
ADAMS	0070	WESTMINSTER	5834	MESA ES	MESA ES WES
ADAMS	0070	WESTMINSTER	7860	SHERRELWOOD ES	SHERRELWO DEN

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
ADAMS	0070	WESTMINSTER	7952	SKYLINE VISTA ES	SKYLINE V DEN
ADAMS	0070	WESTMINSTER	8406	SUNSET RIDGE ES	SUNSET RI WES
ADAMS	0070	WESTMINSTER	8798	TENNYSON KNOLLS ES	TENNYSON ARV
ADAMS	0070	WESTMINSTER	9148	VISTA GRANDE ES	VISTA GRA WES
ADAMS	0070	WESTMINSTER	9462	WESTMINSTER ES	WESTMINST WES
ALAMOSA	0100	ALAMOSA	9476	WESTMINSTER HILLS ES	WESTMINHI WES
ALAMOSA	0110	SANGRE DE CRI	2818	EVANS ES	EVANS ES ALA
ARAPAHOE	0120	ENGLEWOOD	7626	SANGRE DE CRISTO ES	SANGRE DE HOO
ARAPAHOE	0120	ENGLEWOOD	1514	CHARLES HAY ES	CHARLES H ENG
ARAPAHOE	0120	ENGLEWOOD	1556	CHERRELYN ES	CHERRELYN ENG
ARAPAHOE	0120	ENGLEWOOD	1652	CLAYTON ES	CLAYTON E ENG
ARAPAHOE	0120	ENGLEWOOD	5398	MADDOX ES	MADDOX ES ENG
ARAPAHOE	0123	SHERIDAN	9620	WM E BISHOP ES	WM E BISH ENG
ARAPAHOE	0123	SHERIDAN	0138	ALICE TERRY ES	ALICE TER ENG
ARAPAHOE	0130	CHERRY CREEK	3054	FORT LOGAN ES	FORT LOGA ENG
ARAPAHOE	0130	CHERRY CREEK	0348	ARROWHEAD ES	ARROWHEAD AUR
ARAPAHOE	0130	CHERRY CREEK	0714	BELLEVIEW ES	BELLEVIEW ENG
ARAPAHOE	0130	CHERRY CREEK	1510	CHALLENGE SCHOOL	CHALLENGE DEN
ARAPAHOE	0130	CHERRY CREEK	1571	CHERRY CREEK ACADEMY CHARTER	CHERRY CR ENG
ARAPAHOE	0130	CHERRY CREEK	1574	CHERRY HILLS VILLAGE ES	CHERRY HI ENG
ARAPAHOE	0130	CHERRY CREEK	1614	CIMARRON ES	CIMARRON AUR
ARAPAHOE	0130	CHERRY CREEK	1916	COTTONWOOD CREEK ES	COTTONWOO ENG
ARAPAHOE	0130	CHERRY CREEK	1970	CREEKSIDE ES	CREEKSIDE AUR
ARAPAHOE	0130	CHERRY CREEK	2292	DRY CREEK ES	DRY CREEK ENG
ARAPAHOE	0130	CHERRY CREEK	2428	EASTRIDGE COMMUNITY ES	EASTRIDGE AUR
ARAPAHOE	0130	CHERRY CREEK	3648	GREENWOOD ES	GREENWOOD ENG
ARAPAHOE	0130	CHERRY CREEK	3926	HERITAGE ES	HERITAGE ENG
ARAPAHOE	0130	CHERRY CREEK	1572	HIGH PLAINS ES	HIGH PLAI ENG
ARAPAHOE	0130	CHERRY CREEK	3988	HIGHLINE COMMUNITY ES	HIGHLINE AUR
ARAPAHOE	0130	CHERRY CREEK	4062	HOLLY HILLS ES	HOLLY HIL DEN
ARAPAHOE	0130	CHERRY CREEK	4078	HOMESTEAD ES	HOMESTEAD ENG
ARAPAHOE	0130	CHERRY CREEK	4276	INDEPENDENCE ES	INDEPENDE AUR
ARAPAHOE	0130	CHERRY CREEK	4280	INDIAN RIDGE ES	INDIAN RI AUR
ARAPAHOE	0130	CHERRY CREEK	5744	MEADOW POINT ES	MEADOW PO AUR
ARAPAHOE	0130	CHERRY CREEK	5934	MISSION VIEJO ES	MISSION V AUR
ARAPAHOE	0130	CHERRY CREEK	6820	PEAKVIEW ES	PEAKVIEW AUR
ARAPAHOE	0130	CHERRY CREEK	7102	POLTON COMMUNITY ES	POLTON CO AUR
ARAPAHOE	0130	CHERRY CREEK	7116	PONDEROSA ES	PONDEROSA AUR
ARAPAHOE	0130	CHERRY CREEK	7476	ROLLING HILLS ES	ROLLING H AUR
ARAPAHOE	0130	CHERRY CREEK	7559	SAGEBRUSH ES	SAGEBRUSH AUR
ARAPAHOE	0130	CHERRY CREEK	8380	SUMMIT ES	SUMMIT ES AUR
ARAPAHOE	0130	CHERRY CREEK	8394	SUNRISE ES	SUNRISE E AUR
ARAPAHOE	0130	CHERRY CREEK	8850	TIMBERLINE ES	TIMBERLIN AUR
ARAPAHOE	0130	CHERRY CREEK	8887	TRAILS WEST ES	TRAILS WE AUR
ARAPAHOE	0130	CHERRY CREEK	9108	VILLAGE EAST COMMUNITY ES	VILLAGE E AUR
ARAPAHOE	0130	CHERRY CREEK	9200	WALNUT HILLS COMMUNITY ES	WALNUT HI ENG
ARAPAHOE	0130	CHERRY CREEK	9624	WILLOW CREEK ES	WILLOW CR ENG
ARAPAHOE	0140	LITTLETON	5088	AMES ES	AMES ES LIT
ARAPAHOE	0140	LITTLETON	1382	CENTENNIAL ES	CENTENNIA LIT
ARAPAHOE	0140	LITTLETON	2382	EAST ES	EAST ES LIT
ARAPAHOE	0140	LITTLETON	2926	FIELD ES	FIELD ES LIT
ARAPAHOE	0140	LITTLETON	0752	FRANKLIN ES	FRANKLIN LIT
ARAPAHOE	0140	LITTLETON	3950	HIGHLAND ES	HIGHLAND LIT
ARAPAHOE	0140	LITTLETON	5572	HOPKINS ES	HOPKINS E LIT
ARAPAHOE	0140	LITTLETON	5229	LITTLETON ACAD CHARTER SCHL	LITTLETON LIT
ARAPAHOE	0140	LITTLETON	5236	LOIS LENSKI ES	LOIS LENS LIT

BEST COPY AVAILABLE

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
ARAPAHOE	0140	LITTLETON	8064	MOODY ES	MOODY ES LIT
ARAPAHOE	0140	LITTLETON	6814	PEABODY ES	PEABODY E LIT
ARAPAHOE	0140	LITTLETON	7518	RUNYON ES	RUNYON ES LIT
ARAPAHOE	0140	LITTLETON	7606	SANDBURG ES	SANDBURG LIT
ARAPAHOE	0140	LITTLETON	5574	TWAIN ES	TWAIN ES LIT
ARAPAHOE	0140	LITTLETON	9530	WHITMAN ES	WHITMAN E LIT
ARAPAHOE	0140	LITTLETON	9600	WILDER ES	WILDER ES LIT
ARAPAHOE	0170	DEER TRAIL	2136	DEER TRAIL ES	DEER TRAI DEE
ARAPAHOE	0180	ADAMS-ARAPAHO	0214	ALTURA ES	ALTURA ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	0310	ARKANSAS ES	ARKANSAS AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	1470	CENTURY ES	CENTURY E AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	1720	CLYDE MILLER ES	CLYDE MIL AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	1948	CRAWFORD ES	CRAWFORD AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	2095	DALTON ES	DALTON ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	2114	DARTMOUTH ES	DARTMOUTH AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	2618	ELKHART ES	ELKHART E AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	3272	FULTON ES	FULTON ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	4270	IOWA ES	IOWA ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	4426	JEWELL ES	JEWELL ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	4646	KENTON ES	KENTON ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	4970	LANSING ES	LANSING E AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	4973	LAREDO ES	LAREDO ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	5361	LYN KNOLL ES	LYN KNOLL AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	6068	MONTVIEW ES	MONTVIEW AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	6758	PARK LANE ES	PARK LANE AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	7558	SABLE ES	SABLE ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	7865	SIDE CREEK ES	SIDE CREE AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	7932	SIXTH AVENUE ES	SIXTH AVE AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	8858	TOLLGATE ES	TOLLGATE AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	9059	VASSAR ES	VASSAR ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	9060	VAUGHN ES	VAUGHN ES AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	9140	VIRGINIA COURT ES	VIRGINIA AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	9514	WHEELING ES	WHEELING AUR
ARAPAHOE	0180	ADAMS-ARAPAHO	9756	YALE ES	YALE ES AUR
ARAPAHOE	0190	BYERS	1168	BYERS ES	BYERS ES BYE
ARCHULETA	0220	ARCHULETA COU	6652	PAGOSA SPRINGS ES	PAGOSA SP PAG
BACA	0230	WALSH	9222	WALSH ES	WALSH ES WAL
BACA	0240	PRITCHETT	7174	PRITCHETT ES	PRITCHETT PRI
BACA	0250	SPRINGFIELD	8160	SPRINGFIELD ES	SPRINGFIE SPR
BACA	0260	VILAS	9090	VILAS ES	VILAS ES VIL
BACA	0270	CAMPO	1248	CAMPO ES	CAMPO ES CAM
BENT	0290	LAS ANIMAS	1812	COLUMBIAN ES	COLUMBIAN LAS
BENT	0310	MC CLAVE	5666	MCCLAVE ES	MCCLAVE E MC
BOULDER	0470	ST. VRAIN VAL	1148	BURLINGTON ES	BURLINGTO LON
BOULDER	0470	ST. VRAIN VAL	1434	CENTRAL ES	CENTRAL E LON
BOULDER	0470	ST. VRAIN VAL	1844	COLUMBINE ES	COLUMBINE LON
BOULDER	0470	ST. VRAIN VAL	2758	ERIE ES	ERIE ES ERI
BOULDER	0470	ST. VRAIN VAL	3192	FREDERICK ES	FREDERICK FRE
BOULDER	0470	ST. VRAIN VAL	4202	HYGIENE ES	HYGIENE E HYG
BOULDER	0470	ST. VRAIN VAL	4278	INDIAN PEAKS ES	INDIAN PE LON
BOULDER	0470	ST. VRAIN VAL	5246	LOMA LINDA ES	LOMA LIND LON
BOULDER	0470	ST. VRAIN VAL	5284	LONGMONT ESTATES ES	LONGMONT LON
BOULDER	0470	ST. VRAIN VAL	5364	LYONS ES	LYONS ES LYO
BOULDER	0470	ST. VRAIN VAL	5726	MEAD ES	MEAD ES MEA
BOULDER	0470	ST. VRAIN VAL	6156	MOUNTAIN VIEW ES	MOUNTAIN LON

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
BOULDER	0470	ST. VRAIN VAL	6274	NIWOT ES	NIWOT ES LON
BOULDER	0470	ST. VRAIN VAL	6404	NORTHRIDGE ES	NORTHRIDG LON
BOULDER	0470	ST. VRAIN VAL	7584	SANBORN ES	SANBORN E LON
BOULDER	0470	ST. VRAIN VAL	8140	SPANGLER ES	SPANGLER LON
BOULDER	0480	BOULDER VALLE	0466	AURORA 7 ES	AURORA 7 BOU
BOULDER	0480	BOULDER VALLE	0652	BEAR CREEK ES	BEAR CREE BOU
BOULDER	0480	BOULDER VALLE	0872	BIRCH ES	BIRCH ES BRO
BOULDER	0480	BOULDER VALLE	1725	COAL CREEK ES	COAL CREE LOU
BOULDER	0480	BOULDER VALLE	1842	COLUMBINE ES	COLUMBINE BOU
BOULDER	0480	BOULDER VALLE	1883	COMMUNITY MONTESSORI SCH	COMMUNITY BOU
BOULDER	0480	BOULDER VALLE	1996	CREST VIEW ES	CREST VIE BOU
BOULDER	0480	BOULDER VALLE	2240	DOUGLASS ES	DOUGLASS BOU
BOULDER	0480	BOULDER VALLE	2552	EISENHOWER ES	EISENHOWE BOU
BOULDER	0480	BOULDER VALLE	2702	EMERALD ES	EMERALD E BRO
BOULDER	0480	BOULDER VALLE	2940	FIRESIDE ES	FIRESIDE LOU
BOULDER	0480	BOULDER VALLE	2970	FLATIRONS ES	FLATIRONS BOU
BOULDER	0480	BOULDER VALLE	3022	FOOTHILL ES	FOOTHILL BOU
BOULDER	0480	BOULDER VALLE	3488	GOLD HILL ES	GOLD HILL GOL
BOULDER	0480	BOULDER VALLE	3882	HEATHERWOOD ES	HEATHERWO BOU
BOULDER	0480	BOULDER VALLE	3940	HIGH PEAKS ES	HIGH PEAK BOU
BOULDER	0480	BOULDER VALLE	6642	HORIZONS ALTERNATIVE AT BURK	HORIZONS BOU
BOULDER	0480	BOULDER VALLE	4386	JAMESTOWN ES	JAMESTOWN JAM
BOULDER	0480	BOULDER VALLE	4792	KOHL ES	KOHL ES BRO
BOULDER	0480	BOULDER VALLE	4874	LAFAYETTE ES	LAFAYETTE LAF
BOULDER	0480	BOULDER VALLE	5302	LOUISVILLE ES	LOUISVILL LOU
BOULDER	0480	BOULDER VALLE	5416	MAJESTIC HEIGHTS ES	MAJESTIC BOU
BOULDER	0480	BOULDER VALLE	5538	MAPLETON ES	MAPLETON BOU
BOULDER	0480	BOULDER VALLE	5606	MARTIN PARK ES	MARTIN PA BOU
BOULDER	0480	BOULDER VALLE	5838	MESA ES	MESA ES BOU
BOULDER	0480	BOULDER VALLE	6208	NEDERLAND ES	NEDERLAND NED
BOULDER	0480	BOULDER VALLE	6962	PIONEER ES	PIONEER E LAF
BOULDER	0480	BOULDER VALLE	7528	RYAN ES	RYAN ES LAF
BOULDER	0480	BOULDER VALLE	8418	SUPERIOR ES	SUPERIOR SUP
BOULDER	0480	BOULDER VALLE	8978	UNIVERSITY HILL ES	UNIVERSIT BOU
BOULDER	0480	BOULDER VALLE	9296	WASHINGTON BILINGUAL ES	WASHINGTO BOU
BOULDER	0480	BOULDER VALLE	9544	WHITTIER ES	WHITTIER BOU
CHAFFEE	0490	BUENA VISTA	4306	AVERY/PARSONS ES	AVERY/PAR BUE
CHAFFEE	0500	SALIDA	5268	LONGFELLOW ES	LONGFELLO SAL
CHEYENNE	0510	KIT CARSON	4738	KIT CARSON ES	KIT CARSO KIT
CHEYENNE	0520	CHEYENNE COUN	1608	CHEYENNE WELLS ES	CHEYENNE CHE
CLEAR CREEK	0540	CLEAR CREEK	4212	CARLSON ES	CARLSON E IDA
CLEAR CREEK	0540	CLEAR CREEK	3388	GEORGETOWN ES	GEORGETOW GEO
CLEAR CREEK	0540	CLEAR CREEK	4700	KING-MURPHY ES	KING-MURP EVE
COLORADO BOCS	9130	EXPEDITIONARY	2840	EXPEDITIONARY LEARNING SCH	EXPEDITIO DEN
CONEJOS	0550	NORTH CONEJOS	4836	LA JARA ES	LA JARA E LA
CONEJOS	0550	NORTH CONEJOS	5422	MANASSA ES	MANASSA E MAN
CONEJOS	0560	SANFORD	7612	SANFORD ES	SANFORD E SAN
CONEJOS	0580	SOUTH CONEJOS	0248	GUADALUPE ES	GUADALUPE ANT
COSTILLA	0640	CENTENNIAL	7588	CENTENNIAL ES	CENTENNIA SAN
COSTILLA	0740	SIERRA GRANDE	7876	SIERRA GRANDE ES	SIERRA GR BLA
CROWLEY	0770	CROWLEY COUNT	2050	CROWLEY COUNTY ES	CROWLEY C ORD
CUSTER	0860	CONSOLIDATED	2088	CUSTER CO CONSOLIDATED ES	CUSTER CO WES
DELTA	0870	DELTA COUNTY	4182	CEDAREDGE ES	CEDAREDGE CED
DELTA	0870	DELTA COUNTY	1952	CRAWFORD ES	CRAWFORD CRA
DELTA	0870	DELTA COUNTY	4124	HOTCHKISS ES	HOTCHKISS HOT

87

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
DELTA	0870	DELTA COUNTY	5154	LINCOLN ES	LINCOLN E DEL
DELTA	0870	DELTA COUNTY	6700	PAONIA ES	PAONIA ES PAO
DENVER	0880	DENVER COUNTY	0220	AMESSE ES	AMESSE ES DEN
DENVER	0880	DENVER COUNTY	0388	ASBURY ES	ASBURY ES DEN
DENVER	0880	DENVER COUNTY	0418	ASHLEY ES	ASHLEY ES DEN
DENVER	0880	DENVER COUNTY	0520	BARNUM ES	BARNUM ES DEN
DENVER	0880	DENVER COUNTY	0540	BARRETT ES	BARRETT E DEN
DENVER	0880	DENVER COUNTY	0650	BEACH COURT ES	BEACH COU DEN
DENVER	0880	DENVER COUNTY	0964	BRADLEY ES	BRADLEY E DEN
DENVER	0880	DENVER COUNTY	1056	BROMWELL ES	BROMWELL DEN
DENVER	0880	DENVER COUNTY	1076	BROWN ES	BROWN ES DEN
DENVER	0880	DENVER COUNTY	1106	BRYANT WEBSTER ES	BRYANT WE DEN
DENVER	0880	DENVER COUNTY	1324	CARSON ES	CARSON ES DEN
DENVER	0880	DENVER COUNTY	9496	CASTRO ES	CASTRO ES DEN
DENVER	0880	DENVER COUNTY	1400	CENTENNIAL ES	CENTENNIA DEN
DENVER	0880	DENVER COUNTY	1774	COLFAX ES	COLFAX ES DEN
DENVER	0880	DENVER COUNTY	1788	COLLEGE VIEW ES	COLLEGE V DEN
DENVER	0880	DENVER COUNTY	1816	COLUMBIAN ES	COLUMBIAN DEN
DENVER	0880	DENVER COUNTY	1846	COLUMBINE ES	COLUMBINE DEN
DENVER	0880	DENVER COUNTY	1908	CORY ES	CORY ES DEN
DENVER	0880	DENVER COUNTY	1928	COWELL ES	COWELL ES DEN
DENVER	0880	DENVER COUNTY	2672	DEL PUEBLO ES	DEL PUEBL DEN
DENVER	0880	DENVER COUNTY	2174	DENISON MONTESSORI SCH	DENISON M DEN
DENVER	0880	DENVER COUNTY	2258	DOULL ES	DOULL ES DEN
DENVER	0880	DENVER COUNTY	2364	EAGLETON ES	EAGLETON DEN
DENVER	0880	DENVER COUNTY	2466	EBERT ES	EBERT ES DEN
DENVER	0880	DENVER COUNTY	2506	EDISON ES	EDISON ES DEN
DENVER	0880	DENVER COUNTY	2652	ELLIS ES	ELLIS ES DEN
DENVER	0880	DENVER COUNTY	2856	FAIRMONT ES	FAIRMONT DEN
DENVER	0880	DENVER COUNTY	2880	FAIRVIEW ES	FAIRVIEW DES
DENVER	0880	DENVER COUNTY	2916	FALLIS ES	FALLIS ES DEN
DENVER	0880	DENVER COUNTY	3032	FORCE ES	FORCE ES DEN
DENVER	0880	DENVER COUNTY	3038	FORD ES	FORD ES DEN
DENVER	0880	DENVER COUNTY	3296	GARDEN PLACE ES	GARDEN PL DEN
DENVER	0880	DENVER COUNTY	3426	GILPIN ES	GILPIN ES DEN
DENVER	0880	DENVER COUNTY	3478	GODSMAN ES	GODSMAN E DEN
DENVER	0880	DENVER COUNTY	3512	GOLDRICK ES	GOLDRICK DEN
DENVER	0880	DENVER COUNTY	3638	GREENLEE/METRO LAB ES	GREENLEE/ DEN
DENVER	0880	DENVER COUNTY	3704	GUST ES	GUST ES DEN
DENVER	0880	DENVER COUNTY	3734	HALLETT ES	HALLETT E DEN
DENVER	0880	DENVER COUNTY	3778	HARRINGTON ES	HARRINGTO DEN
DENVER	0880	DENVER COUNTY	4074	HOLM ES	HOLM ES DEN
DENVER	0080	DENVER COUNTY	4450	JOHNSON ES	JOHNSON E DEN
DENVER	0880	DENVER COUNTY	4498	KAISER ES	KAISER ES DEN
DENVER	0880	DENVER COUNTY	4762	KNAPP ES	KNAPP ES DEN
DENVER	0880	DENVER COUNTY	4782	KNIGHT FUNDAMENTAL SCH	KNIGHT FU DEN
DENVER	0880	DENVER COUNTY	5158	LINCOLN ES	LINCOLN E DEN
DENVER	0880	DENVER COUNTY	5578	MARRAMA ELEMENTARY	MARRAMA E DEN
DENVER	0880	DENVER COUNTY	5685	MC GLONE ES	MC GLONE DEN
DENVER	0880	DENVER COUNTY	5702	MC KINLEY-THATCHER ES	MC KINLEY DEN
DENVER	0880	DENVER COUNTY	5716	MCMEEN ES	MCMEEN ES DEN
DENVER	0880	DENVER COUNTY	5940	MITCHELL ES	MITCHELL DEN
DENVER	0880	DENVER COUNTY	6002	MONTCLAIR ES	MONTCLAIR DEN
DENVER	0880	DENVER COUNTY	6088	MOORE ES	MOORE ES DEN
DENVER	0880	DENVER COUNTY	6188	MUNROE ES	MUNROE ES DEN
DENVER	0880	DENVER COUNTY	6254	NEWLON ES	NEWLON ES DEN
DENVER	0880	DENVER COUNTY	5998	OAKLAND ES	OAKLAND E DEN
DENVER	0880	DENVER COUNTY	7199	P.S.1 CHARTER	P.S.1 CHA DEN

88

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
DENVER	0880	DENVER COUNTY	6676	PALMER ES	PALMER ES DEN
DENVER	0880	DENVER COUNTY	6754	PARK HILL ES	PARK HILL DEN
DENVER	0880	DENVER COUNTY	6912	PHILIPS ES	PHILIPS E DEN
DENVER	0880	DENVER COUNTY	7314	REMINGTON ES	REMINGTON DEN
DENVER	0880	DENVER COUNTY	7510	ROSEDALE ES	ROSEDALE DEN
DENVER	0880	DENVER COUNTY	7554	SABIN ES	SABIN ES DEN
DENVER	0880	DENVER COUNTY	7578	SAMUELS ES	SAMUELS E DEN
DENVER	0880	DENVER COUNTY	7694	SCHENCK ES	SCHENCK E DEN
DENVER	0880	DENVER COUNTY	7698	SCHMITT ES	SCHMITT E DEN
DENVER	0880	DENVER COUNTY	7972	SLAVENS ES	SLAVENS E DEN
DENVER	0880	DENVER COUNTY	7982	SMEDLEY ES	SMEDLEY E DEN
DENVER	0880	DENVER COUNTY	8006	SMITH ES	SMITH ES DEN
DENVER	0880	DENVER COUNTY	8222	STECK ES	STECK ES DEN
DENVER	0880	DENVER COUNTY	8232	STEDMAN ES	STEDMAN E DEN
DENVER	0880	DENVER COUNTY	8242	STEELE ES	STEELE ES DEN
DENVER	0880	DENVER COUNTY	8776	TELLER ES	TELLER ES DEN
DENVER	0880	DENVER COUNTY	8888	TRAYLOR ES	TRAYLOR E DEN
DENVER	0880	DENVER COUNTY	8970	UNIVERSITY PARK ES	UNIVERSIT DEN
DENVER	0880	DENVER COUNTY	0408	VALDEZ ES	VALDEZ ES DEN
DENVER	0880	DENVER COUNTY	9050	VALVERDE ES	VALVERDE DEN
DENVER	0880	DENVER COUNTY	9520	WHITEMAN ES	WHITEMAN DEN
DENVER	0880	DENVER COUNTY	9548	WHITTIER ES	WHITTIER DEN
DENVER	0880	DENVER COUNTY	9752	WYMAN ES	WYMAN ES DEN
DENVER	0900	DOUGLAS COUNT	1873	CORE KNOWLEDGE CHARTER SCH	CORE KNOW PAR
DENVER	0900	DOUGLAS COUNT	1925	COUGAR RUN ES	COUGAR RU HIG
DENVER	0900	DOUGLAS COUNT	1934	COYOTE CREEK ES	COYOTE CR HIG
DENVER	0900	DOUGLAS COUNT	3138	FOX CREEK ES	FOX CREEK HIG
DENVER	0900	DOUGLAS COUNT	6938	PINE GROVE ES	PINE GROV PAR
DOLORES	0890	DOLORES COUNT	7764	RENAISSANCE CHARTER SCH	RENAISSAN ENG
DOUGLAS	0900	DOUGLAS COUNT	0011	SEVENTH STREET ES	SEVENTH S DOV
DOUGLAS	0900	DOUGLAS COUNT	0012	ACADEMY CHARTER SCH	ACADEMY C CAS
DOUGLAS	0900	DOUGLAS COUNT	0651	ACRES GREEN ES	ACRES GRE LIT
DOUGLAS	0900	DOUGLAS COUNT	1362	BEAR CANYON ES	BEAR CANY HIG
DOUGLAS	0900	DOUGLAS COUNT	2233	CASTLE ROCK ES	CASTLE RO CAS
DOUGLAS	0900	DOUGLAS COUNT	1578	CHEROKEE TRAIL ES	CHEROKEE PAR
DOUGLAS	0900	DOUGLAS COUNT	2234	CHERRY VALLEY ES	CHERRY VA FRA
DOUGLAS	0900	DOUGLAS COUNT	3172	EAGLE RIDGE ES	EAGLE RID LIT
DOUGLAS	0900	DOUGLAS COUNT	4980	FRANKTOWN ES	FRANKTOWN FRA
DOUGLAS	0900	DOUGLAS COUNT	6396	LARKSPUR ES	LARKSPUR LAR
DOUGLAS	0900	DOUGLAS COUNT	6406	NORTHEAST ES	NORTHEAST PAR
DOUGLAS	0900	DOUGLAS COUNT	6940	NORTHRIDGE ES	NORTHRIDG HIG
DOUGLAS	0900	DOUGLAS COUNT	7091	PINE LANE IS	PINE LANE PAR
DOUGLAS	0900	DOUGLAS COUNT	2232	PLUM CREEK ACAD DAY TREATMEN	PLUM CREE LIT
DOUGLAS	0900	DOUGLAS COUNT	7096	ROCK RIDGE ES	ROCK RIDG CAS
DOUGLAS	0900	DOUGLAS COUNT	7610	ROXBOROUGH ES	ROXBOROUG LIT
DOUGLAS	0900	DOUGLAS COUNT	7718	SAND CREEK ES	SAND CREE HIG
DOUGLAS	0900	DOUGLAS COUNT	8126	SEDALIA ES	SEDALIA E SED
DOUGLAS	0900	DOUGLAS COUNT	8382	SOUTH STREET ES	SOUTH STR CAS
EAGLE	0910	EAGLE COUNTY	0471	SUMMIT VIEW ES	SUMMIT VI HIG
EAGLE	0910	EAGLE COUNTY	2346	AVON ES	AVON ES AVO
EAGLE	0910	EAGLE COUNTY	2530	EAGLE VALLEY ES	EAGLE VAL EAG
EAGLE	0910	EAGLE COUNTY	3710	EDWARDS ES	EDWARDS E EDW
EAGLE	0910	EAGLE COUNTY	5742	GYPSUM ES	GYPSUM ES GYP
EAGLE	0910	EAGLE COUNTY	7296	MEADOW MOUNTAIN ES	MEADOW MO AVO
EL PASO	0970	CALHAN	1210	RED SANDSTONE ES	RED SANDS VAI
				CALHAN ES	CALHAN ES CAL

89

BEST COPY AVAILABLE

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
EL PASO	0980	HARRISON	1000	BRICKER ES	BRICKER E COL
EL PASO	0980	HARRISON	1383	CENTENNIAL ES	CENTENNIA COL
EL PASO	0980	HARRISON	1490	CHAMBERLIN ES	CHAMBERLI COL
EL PASO	0980	HARRISON	3392	GIBERSON ES	GIBERSON COL
EL PASO	0980	HARRISON	6018	MONTEREY ES	MONTEREY COL
EL PASO	0980	HARRISON	6460	OAK CREEK ES	OAK CREEK COL
EL PASO	0980	HARRISON	6578	OTERO ES	OTERO ES COL
EL PASO	0980	HARRISON	6936	PIKES PEAK ES	PIKES PEA COL
EL PASO	0980	HARRISON	7611	SAND CREEK ES	SAND CREE COL
EL PASO	0980	HARRISON	8337	STRATMOOR HILLS ES	STRATMOOR COL
EL PASO	0980	HARRISON	8350	STRATTON MEADOWS ES	STRATTON COL
EL PASO	0980	HARRISON	8923	TURMAN ES	TURMAN ES COL
EL PASO	0980	HARRISON	9602	WILDFLOWER ES	WILDFLOWE COL
EL PASO	0990	WIDEFIELD	3234	FRENCH ES	FRENCH ES COL
EL PASO	0990	WIDEFIELD	5602	MARTIN LUTHER KING JR ES	MARTIN LU COL
EL PASO	0990	WIDEFIELD	6362	NORTH ES	NORTH ES COL
EL PASO	0990	WIDEFIELD	6952	PINELLO ES	PINELLO E COL
EL PASO	0990	WIDEFIELD	8392	SUNRISE ES	SUNRISE E COL
EL PASO	0990	WIDEFIELD	4346	TALBOTT ES	TALBOTT E COL
EL PASO	0990	WIDEFIELD	8122	VENETUCCI ES	VENETUCCI COL
EL PASO	0990	WIDEFIELD	9334	WEBSTER ES	WEBSTER E COL
EL PASO	0990	WIDEFIELD	9562	WIDEFIELD ES	WIDEFIELD COL
EL PASO	1000	FOUNTAIN	1334	ABRAMS ES	ABRAMS ES FOR
EL PASO	1000	FOUNTAIN	3108	FOUNTAIN MESA ES	FOUNTAIN FOU
EL PASO	1000	FOUNTAIN	4474	JORDAHL ES	JORDAHL E FOU
EL PASO	1000	FOUNTAIN	3102	LORRAINE ES	LORRAINE FOU
EL PASO	1000	FOUNTAIN	6138	MOUNTAINSIDE ES	MOUNTAINS FOR
EL PASO	1010	COLORADO SPRI	0028	ADAMS ES	ADAMS ES COL
EL PASO	1010	COLORADO SPRI	0452	AUDUBON ES	AUDUBON E COL
EL PASO	1010	COLORADO SPRI	0594	BATES ES	BATES ES COL
EL PASO	1010	COLORADO SPRI	1032	BRISTOL ES	BRISTOL E COL
EL PASO	1010	COLORADO SPRI	1126	BUENA VISTA ES	BUENA VIS COL
EL PASO	1010	COLORADO SPRI	1340	CARVER ES	CARVER ES COL
EL PASO	1010	COLORADO SPRI	1613	CHIPETA ES	CHIPETA E COL
EL PASO	1010	COLORADO SPRI	1798	COLUMBIA ES	COLUMBIA COL
EL PASO	1010	COLORADO SPRI	2510	EDISON ES	EDISON ES COL
EL PASO	1010	COLORADO SPRI	3218	FREMONT ES	FREMONT E COL
EL PASO	1010	COLORADO SPRI	3470	GLOBE CHARTER SCH	GLOBE CHA COL
EL PASO	1010	COLORADO SPRI	3592	GRANT ES	GRANT ES COL
EL PASO	1010	COLORADO SPRI	3920	HENRY ES	HENRY ES COL
EL PASO	1010	COLORADO SPRI	4138	HOWBERT ES	HOWBERT E COL
EL PASO	1010	COLORADO SPRI	3890	HUNT ES	HUNT ES COL
EL PASO	1010	COLORADO SPRI	4336	IVYWILD ES	IVYWILD E COL
EL PASO	1010	COLORADO SPRI	4358	JACKSON ES	JACKSON E COL
EL PASO	1010	COLORADO SPRI	4406	JEFFERSON ES	JEFFERSON COL
EL PASO	1010	COLORADO SPRI	4530	KELLER ES	KELLER ES COL
EL PASO	1010	COLORADO SPRI	5604	KING ES	KING ES COL
EL PASO	1010	COLORADO SPRI	5162	LINCOLN ES	LINCOLN E COL
EL PASO	1010	COLORADO SPRI	5272	LONGFELLOW ES	LONGFELLO COL
EL PASO	1010	COLORADO SPRI	5404	MADISON ES	MADISON E COL
EL PASO	1010	COLORADO SPRI	5610	MARTINEZ ES	MARTINEZ COL
EL PASO	1010	COLORADO SPRI	5878	MIDLAND ES	MIDLAND E COL
EL PASO	1010	COLORADO SPRI	5988	MONROE ES	MONROE ES COL
EL PASO	1010	COLORADO SPRI	6856	PENROSE ES	PENROSE E COL
EL PASO	1010	COLORADO SPRI	6932	PIKE ES	PIKE ES COL
EL PASO	1010	COLORADO SPRI	7228	QUEEN PALMER ES	QUEEN PAL COL
EL PASO	1010	COLORADO SPRI	9618	ROGERS ES	ROGERS ES COL

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
EL PASO	1010	COLORADO SPRI	7482	ROOSEVELT-EDISON CHARTER SCH	ROOSEVELT COL
EL PASO	1010	COLORADO SPRI	7513	RUDY ES	RUDY ES COL
EL PASO	1010	COLORADO SPRI	8246	STEELE ES	STEELE ES COL
EL PASO	1010	COLORADO SPRI	8346	STRATTON ES	STRATTON COS
EL PASO	1010	COLORADO SPRI	8466	TAYLOR ES	TAYLOR ES COL
EL PASO	1010	COLORADO SPRI	5576	TWAIN ES	TWAIN ES COL
EL PASO	1010	COLORADO SPRI	9244	WASHINGTON ES	WASHINGTO COL
EL PASO	1010	COLORADO SPRI	9552	WHITTIER ES	WHITTIER COL
EL PASO	1010	COLORADO SPRI	9660	WILSON ES	WILSON ES COL
EL PASO	1020	CHEYENNE MOUN	1592	BROADMOOR ES	BROADMOOR COL
EL PASO	1020	CHEYENNE MOUN	1596	CANON ES	CANON ES COL
EL PASO	1020	CHEYENNE MOUN	1582	CHEYENNE MTN CHARTER ACAD	CHEYENNE COL
EL PASO	1020	CHEYENNE MOUN	1586	CHEYENNE MTN ES	CHEYENNE COS
EL PASO	1020	CHEYENNE MOUN	6953	PINON VALLEY ES	PINON VAL COL
EL PASO	1020	CHEYENNE MOUN	1604	SKYWAY PARK ES	SKYWAY PA COL
EL PASO	1030	MANITOU SPRIN	5460	MANITOU SPRINGS ES	MANITOU S MAN
EL PASO	1030	MANITOU SPRIN	9010	UTE PASS ES	UTE PASS CHI
EL PASO	1040	ACADEMY	0249	ANTELOPE TRAILS ES	ANTELOPE COL
EL PASO	1040	ACADEMY	2248	DOUGLASS VALLEY ES	DOUGLASS USA
EL PASO	1040	ACADEMY	2524	EDITH WOLFORD ES	EDITH WOL COL
EL PASO	1040	ACADEMY	2800	EXPLORER ELEMENTARY	EXPLORER COL
EL PASO	1040	ACADEMY	3104	FOOTHILLS ES	FOOTHILLS COL
EL PASO	1040	ACADEMY	3238	FRONTIER ES	FRONTIER COL
EL PASO	1040	ACADEMY	3985	HIGH PLAINS ES	HIGH PLAI COL
EL PASO	1040	ACADEMY	6158	MOUNTAIN VIEW ES	MOUNTAIN COL
EL PASO	1040	ACADEMY	6942	PINE VALLEY ES	PINE VALL USA
EL PASO	1040	ACADEMY	6960	PIONEER ES	PIONEER E COL
EL PASO	1040	ACADEMY	7159	PRAIRIE HILLS ES	PRAIRIE H COL
EL PASO	1040	ACADEMY	7460	ROCKRIMMON ES	ROCKRIMMO COL
EL PASO	1040	ACADEMY	9714	WOODMEN-ROBERTS ES	WOODMEN-R COL
EL PASO	1050	ELLICOTT	2638	ELLICOTT ES	ELLICOTT CAL
EL PASO	1060	PEYTON	6898	PEYTON ES	PEYTON ES PEY
EL PASO	1070	HANOVER	3754	HANOVER ES	HANOVER E COL
EL PASO	1080	LEWIS-PALMER	3539	GRACE BEST ES	GRACE BES MON
EL PASO	1080	LEWIS-PALMER	5093	LEWIS-PALMER CHARTER ACAD	LEWIS-PAL MON
EL PASO	1080	LEWIS-PALMER	5096	LEWIS-PALMER ES	LEWIS-PAL MOS
EL PASO	1080	LEWIS-PALMER	6682	PALMER LAKE ES	PALMER LA PAL
EL PASO	1080	LEWIS-PALMER	4686	RAY E KILMER ES	RAY E KIL COL
EL PASO	1110	FALCON	1618	EVANS ES	EVANS ES COL
EL PASO	1110	FALCON	2902	FALCON ES	FALCON ES FAL
EL PASO	1110	FALCON	7317	REMINGTON ES	REMINGTON COL
EL PASO	1110	FALCON	8266	STETSON ES	STETSON E COL
EL PASO	1120	EDISON	2514	EDISON ES	EDISON ES YOD
EL PASO	1130	MIAMI/YODER	5850	MIAMI/YODER ES	MIAMI/YOD RUS
ELBERT	0920	ELIZABETH	7517	RUNNING CREEK ES	RUNNING C ELI
ELBERT	0920	ELIZABETH	7925	SINGING HILLS ES	SINGING H PAR
ELBERT	0930	KIOWA	4724	KIOWA ES	KIOWA ES KIO
ELBERT	0940	BIG SANDY	7914	SIMLA ES	SIMLA ES SIM
ELBERT	0950	ELBERT	2570	ELBERT ES	ELBERT ES ELB
ELBERT	0960	AGATE	0044	AGATE ES	AGATE ES AGA
FREMONT	1140	CANON CITY	3802	HARRISON ES	HARRISON CAN
FREMONT	1140	CANON CITY	5166	LINCOLN ES	LINCOLN E CAN
FREMONT	1140	CANON CITY	5414	MADISON EXPLORATORY SCH	MADISON E CAN
FREMONT	1140	CANON CITY	5704	MC KINLEY ES	MC KINLEY CAN

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
FREMONT	1140	CANON CITY	6752	MOUNTAIN VIEW CORE KNOWLEDGE	MOUNTAIN CAN
FREMONT	1140	CANON CITY	7950	SKYLINE ES	SKYLINE E CAN
FREMONT	1140	CANON CITY	9248	WASHINGTON ES	WASHINGTO CAN
FREMONT	1150	FLORENCE	3224	FREMONT ELEM/MIDDLE SCH	FREMONT E FLO
FREMONT	1150	FLORENCE	6858	PENROSE ELEM/MIDDLE SCH	PENROSE E PEN
FREMONT	1160	COTOPAXI	3220	COTOPAXI ES	COTOPAXI COT
GARFIELD	1180	ROARING FORK	0429	ASPEN COMMUNITY CHARTER SCH	ASPEN COM WOO
GARFIELD	1180	ROARING FORK	0560	BASALT ES	BASALT ES BAS
GARFIELD	1180	ROARING FORK	1294	CARBONDALE ES	CARBONDAL CAR
GARFIELD	1180	ROARING FORK	3460	GLENWOOD SPRINGS ES	GLENWOOD GLE
GARFIELD	1195	GARFIELD	2780	ESMA LEWIS ES	ESMA LEWI RIF
GARFIELD	1195	GARFIELD	6236	NEW CASTLE ES	NEW CASTL NEW
GARFIELD	1195	GARFIELD	7890	ROY MOORE ES	ROY MOORE SIL
GARFIELD	1220	GARFIELD	3578	BEA UNDERWOOD ES	BEA UNDER PAR
GILPIN	1330	GILPIN COUNTY	1632	GILPIN CO ES	GILPIN CO BLA
GRAND	1340	WEST GRAND	9416	WEST GRAND ES	WEST GRAN KRE
GRAND	1350	EAST GRAND	3182	FRASER VALLEY ES	FRASER VA FRA
GRAND	1350	EAST GRAND	3556	GRANBY ES	GRANBY ES GRA
GRAND	1350	EAST GRAND	3572	GRAND LAKE ES	GRAND LAK GRA
GUNNISON	1360	GUNNISON WATE	0880	BLACKSTOCK ES	BLACKSTOC GUN
GUNNISON	1360	GUNNISON WATE	2006	CRESTED BUTTE COMMUNITY SCH	CRESTED B CRE
GUNNISON	1360	GUNNISON WATE	5577	MARBLE CHARTER SCH	MARBLE CH MAR
HINSDALE	1380	HINSDALE COUN	4898	H G HEATH ES	H G HEATH LAK
HUERFANO	1390	HUERFANO	3306	GARDNER ES	GARDNER E GAR
HUERFANO	1390	HUERFANO	9252	WASHINGTON ES	WASHINGTO WAL
HUERFANO	1400	LA VETA	4860	LA VETA ES	LA VETA E LA
JACKSON	1410	NORTH PARK	9198	WALDEN ES	WALDEN ES WAL
JEFFERSON	1420	JEFFERSON COU	0030	ADAMS ES	ADAMS ES WES
JEFFERSON	1420	JEFFERSON COU	0148	ALLENDALE ES	ALLENDALE ARV
JEFFERSON	1420	JEFFERSON COU	0660	BEAR CREEK ES	BEAR CREE LAK
JEFFERSON	1420	JEFFERSON COU	0724	BELMAR ES	BELMAR ES LAK
JEFFERSON	1420	JEFFERSON COU	0776	BERGEN ES	BERGEN ES EVE
JEFFERSON	1420	JEFFERSON COU	0952	BRADFORD IS	BRADFORD LIT
JEFFERSON	1420	JEFFERSON COU	1238	CAMPBELL ES	CAMPBELL ARV
JEFFERSON	1420	JEFFERSON COU	1730	COAL CREEK ES	COAL CREE GOL
JEFFERSON	1420	JEFFERSON COU	1790	COLOROW ES	COLOROW E LIT
JEFFERSON	1420	JEFFERSON COU	1861	COLUMBINE HILLS ES	COLUMBINE LIT
JEFFERSON	1420	JEFFERSON COU	1867	COMMUNITY INVOLVED CHARTER	COMMUNITY LAK
JEFFERSON	1420	JEFFERSON COU	1876	CORONADO ES	CORONADO LIT
JEFFERSON	1420	JEFFERSON COU	8090	DEANE ES	DEANE ES LAK
JEFFERSON	1420	JEFFERSON COU	9432	DENNISON ES	DENNISON LAK
JEFFERSON	1420	JEFFERSON COU	2194	DEVINNY ES	DEVINNY E LAK
JEFFERSON	1420	JEFFERSON COU	2322	DUTCH CREEK ES	DUTCH CRE LIT
JEFFERSON	1420	JEFFERSON COU	2496	EDGEWATER ES	EDGEWATER EDG
JEFFERSON	1420	JEFFERSON COU	2550	EIBER ES	EIBER ES LAK
JEFFERSON	1420	JEFFERSON COU	2616	ELK CREEK ES	ELK CREEK PIN
JEFFERSON	1420	JEFFERSON COU	2799	EXCEL ACADEMY CHARTER SCH	EXCEL ACA ARV
JEFFERSON	1420	JEFFERSON COU	2866	FAIRMOUNT ES	FAIRMOUNT GOL
JEFFERSON	1420	JEFFERSON COU	2946	FITZMORRIS ES	FITZMORRI ARV
JEFFERSON	1420	JEFFERSON COU	3025	FOOTHILLS ES	FOOTHILLS LAK
JEFFERSON	1420	JEFFERSON COU	3088	FOSTER ES	FOSTER ES ARV
JEFFERSON	1420	JEFFERSON COU	3216	FREMONT ES	FREMONT E ARV
JEFFERSON	1420	JEFFERSON COU	3450	GLENNON HEIGHTS ES	GLENNON H LAK
JEFFERSON	1420	JEFFERSON COU	3536	GOVERNOR'S RANCH ES	GOVERNOR' LIT
JEFFERSON	1420	JEFFERSON COU	3622	GREEN GABLES ES	GREEN GAB LAK

BEST COPY AVAILABLE

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
JEFFERSON	1420	JEFFERSON COU	3624	GREEN MOUNTAIN ES	GREEN MOU LAK
JEFFERSON	1420	JEFFERSON COU	3726	HACKBERRY HILL ES	HACKBERRY ARV
JEFFERSON	1420	JEFFERSON COU	4077	HOME OPTIONS SCHOOL	HOME OPTI
JEFFERSON	1420	JEFFERSON COU	4190	HUTCHINSON ES	HUTCHINSO LAK
JEFFERSON	1420	JEFFERSON COU	4402	JEFFERSON ACADEMY CHARTER	JEFFERSON BRO
JEFFERSON	1420	JEFFERSON COU	6539	JEFFERSON CO OPEN ES	JEFFERSON LAK
JEFFERSON	1420	JEFFERSON COU	4549	KENDALLVUE ES	KENDALLVU MOR
JEFFERSON	1420	JEFFERSON COU	4550	KENDRICK LAKES ES	KENDRICK LAK
JEFFERSON	1420	JEFFERSON COU	4802	KULLERSTRAND ES	KULLERSTR WHE
JEFFERSON	1420	JEFFERSON COU	4830	KYFFIN ES	KYFFIN ES GOL
JEFFERSON	1420	JEFFERSON COU	5004	LASLEY ES	LASLEY ES LAK
JEFFERSON	1420	JEFFERSON COU	5024	LAWRENCE ES	LAWRENCE ARV
JEFFERSON	1420	JEFFERSON COU	5036	LEAWOOD ES	LEAWOOD E LIT
JEFFERSON	1420	JEFFERSON COU	5222	LITTLE ES	LITTLE ES ARV
JEFFERSON	1420	JEFFERSON COU	5350	LUKAS ES	LUKAS ES WES
JEFFERSON	1420	JEFFERSON COU	5354	LUMBERG ES	LUMBERG E EDG
JEFFERSON	1420	JEFFERSON COU	5524	MAPLE GROVE ES	MAPLE GRO GOL
JEFFERSON	1420	JEFFERSON COU	5580	MARSHDALE ES	MARSHDALE EVE
JEFFERSON	1420	JEFFERSON COU	5596	MARTENSEN ES	MARTENSEN WHE
JEFFERSON	1420	JEFFERSON COU	5746	MEADOWLARK COTTAGE DAY PROG	MEADOWLAR LAK
JEFFERSON	1420	JEFFERSON COU	5892	MILLER SPECIAL EDUCATION	MILLER SP LAK
JEFFERSON	1420	JEFFERSON COU	5944	MITCHELL ES	MITCHELL GOL
JEFFERSON	1420	JEFFERSON COU	5972	MOLHOLM ES	MOLHOLM E LAK
JEFFERSON	1420	JEFFERSON COU	6133	MORTENSEN ES	MORTENSEN LIT
JEFFERSON	1420	JEFFERSON COU	6135	MOUNT CARBON ES	MOUNT CAR LIT
JEFFERSON	1420	JEFFERSON COU	6286	NORMANDY ES	NORMANDY LIT
JEFFERSON	1420	JEFFERSON COU	6804	PARMALEE ES	PARMALEE IND
JEFFERSON	1420	JEFFERSON COU	6806	PARR ES	PARR ES ARV
JEFFERSON	1420	JEFFERSON COU	6808	PATTERSON ES	PATTERSON LAK
JEFFERSON	1420	JEFFERSON COU	6828	PECK ES	PECK ES ARV
JEFFERSON	1420	JEFFERSON COU	6844	PEIFFER ES	PEIFFER E LIT
JEFFERSON	1420	JEFFERSON COU	6848	PENNINGTON ES	PENNINGTO WHE
JEFFERSON	1420	JEFFERSON COU	7078	PLEASANT VIEW ES	PLEASANT GOL
JEFFERSON	1420	JEFFERSON COU	7128	POWDERHORN ES	POWDERHOR LIT
JEFFERSON	1420	JEFFERSON COU	7190	PROSPECT VALLEY ES	PROSPECT WHE
JEFFERSON	1420	JEFFERSON COU	7238	RALSTON ES	RALSTON E GOL
JEFFERSON	1420	JEFFERSON COU	7282	RED ROCKS ES	RED ROCKS MOR
JEFFERSON	1420	JEFFERSON COU	7320	RENAISSANCE DAY TREATMENT	RENAISSAN
JEFFERSON	1420	JEFFERSON COU	7483	ROONEY RANCH ES	ROONEY RA LAK
JEFFERSON	1420	JEFFERSON COU	7520	RUSSELL ES	RUSSELL E ARV
JEFFERSON	1420	JEFFERSON COU	7529	RYAN ES	RYAN ES WES
JEFFERSON	1420	JEFFERSON COU	7708	SECREST ES	SECREST E ARV
JEFFERSON	1420	JEFFERSON COU	7753	SEMPER ES	SEMPER ES WES
JEFFERSON	1420	JEFFERSON COU	7780	SHAFFER ES	SHAFFER E LIT
JEFFERSON	1420	JEFFERSON COU	7833	SHELTON ES	SHELTON E GOL
JEFFERSON	1420	JEFFERSON COU	4478	SHERIDAN GREEN ES	SHERIDAN WES
JEFFERSON	1420	JEFFERSON COU	7870	SIERRA ES	SIERRA ES ARV
JEFFERSON	1420	JEFFERSON COU	7962	SLATER ES	SLATER ES LAK
JEFFERSON	1420	JEFFERSON COU	8102	SOUTH LAKEWOOD ES	SOUTH LAK LAK
JEFFERSON	1420	JEFFERSON COU	8248	STEIN ES	STEIN ES LAK
JEFFERSON	1420	JEFFERSON COU	8272	STEVENS ES	STEVENS E WHE
JEFFERSON	1420	JEFFERSON COU	8276	STOBER ES	STOBER ES LAK
JEFFERSON	1420	JEFFERSON COU	8280	STONY CREEK ES	STONY CRE LIT
JEFFERSON	1420	JEFFERSON COU	8300	STOTT ES	STOTT ES ARV
JEFFERSON	1420	JEFFERSON COU	8432	SWANSON ES	SWANSON E ARV
JEFFERSON	1420	JEFFERSON COU	8834	THOMSON ES	THOMSON E ARV
JEFFERSON	1420	JEFFERSON COU	9008	UTE MEADOWS ES	UTE MEADO LIT
JEFFERSON	1420	JEFFERSON COU	9052	VAN ARSDALE ES	VAN ARSDA ARV

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
JEFFERSON	1420	JEFFERSON COU	9058	VANDERHOOF ES	VANDERHOO ARV
JEFFERSON	1420	JEFFERSON COU	9154	VIVIAN ES	VIVIAN ES LAK
JEFFERSON	1420	JEFFERSON COU	9232	WARDER ES	WARDER ES ARV
JEFFERSON	1420	JEFFERSON COU	9328	WEBER ES	WEBER ES ARV
JEFFERSON	1420	JEFFERSON COU	9342	WELCHESTER ES	WELCHESTE GOL
JEFFERSON	1420	JEFFERSON COU	9424	WEST JEFFERSON ES	WEST JEFF CON
JEFFERSON	1420	JEFFERSON COU	9429	WEST WOODS ES	WEST WOOD ARV
JEFFERSON	1420	JEFFERSON COU	9412	WESTGATE ES	WESTGATE LAK
JEFFERSON	1420	JEFFERSON COU	9490	WESTRIDGE ES	WESTRIDGE LIT
JEFFERSON	1420	JEFFERSON COU	9638	WILMORE DAVIS ES	WILMORE D WHE
JEFFERSON	1420	JEFFERSON COU	9648	WILMOT ES	WILMOT ES EVE
JEFFERSON	1420	JEFFERSON COU	9678	WITT ES	WITT ES WES
JEFFERSON	1420	JEFFERSON COU	9800	ZERGER ES	ZERGER ES WES
KIOWA	1430	EADS	2328	EADS ES	EADS ES EAD
KIOWA	1440	PLAINVIEW	6992	PLAINVIEW ES	PLAINVIEW SHE
KIT CARSON	1450	ARRIBA-FLAGLE	2956	FLAGLER ES	FLAGLER E FLA
KIT CARSON	1460	HI-PLAINS	9164	HI PLAINS ES	HI PLAINS VON
KIT CARSON	1480	STRATTON	8342	STRATTON ES	STRATTON STR
KIT CARSON	1490	BETHUNE	0832	BETHUNE ES	BETHUNE E BET
KIT CARSON	1500	BURLINGTON	1144	BURLINGTON ES	BURLINGTO BUR
LA PLATA	1520	DURANGO	0225	ANIMAS VALLEY ES	ANIMAS VA DUR
LA PLATA	1520	DURANGO	1865	COMMUNITY OF LEARNERS CHARTE	COMMUNITY DUR
LA PLATA	1520	DURANGO	3012	FLORIDA MESA ES	FLORIDA M DUR
LA PLATA	1520	DURANGO	3050	FORT LEWIS MESA ES	FORT LEWI DUR
LA PLATA	1520	DURANGO	6222	NEEDHAM ES	NEEDHAM E DUR
LA PLATA	1520	DURANGO	6738	PARK ES	PARK ES DUR
LA PLATA	1520	DURANGO	7402	RIVERVIEW ES	RIVERVIEW DUR
LA PLATA	1520	DURANGO	8388	SUNNYSIDE ES	SUNNYSIDE DUR
LA PLATA	1530	BAYFIELD	0632	BAYFIELD ES	BAYFIELD BAY
LA PLATA	1540	IGNACIO	4252	IGNACIO IS	IGNACIO I IGN
LAKE	1510	LAKE COUNTY	4901	LAKE CO IS	LAKE CO I LEA
LARIMER	1550	POUDRE	0612	BAUDER ES	BAUDER ES FOR
LARIMER	1550	POUDRE	0678	BEATTIE ES	BEATTIE E FOR
LARIMER	1550	POUDRE	0766	BENNETT ES	BENNETT E FOR
LARIMER	1550	POUDRE	1186	CACHE LA POUDRE ES	CACHE LA LA
LARIMER	1550	POUDRE	2298	DUNN ES	DUNN ES FOR
LARIMER	1550	POUDRE	9370	EYESTONE ES	EYESTONE WEL
LARIMER	1550	POUDRE	3787	HARRIS BILINGUAL ES	HARRIS BI FOR
LARIMER	1550	POUDRE	9251	HIRSCH CORE ES	HIRSCH CO FOR
LARIMER	1550	POUDRE	4282	IRISH ES	IRISH ES FOR
LARIMER	1550	POUDRE	4456	JOHNSON ES	JOHNSON E FOR
LARIMER	1550	POUDRE	4793	KRUSE ES	KRUSE ES FOR
LARIMER	1550	POUDRE	3791	LAB ES	LAB ES FOR
LARIMER	1550	POUDRE	5014	LAUREL ES	LAUREL ES FOR
LARIMER	1550	POUDRE	5196	LINTON ES	LINTON ES FOR
LARIMER	1550	POUDRE	5234	LIVERMORE ES	LIVERMORE LIV
LARIMER	1550	POUDRE	5292	LOPEZ ES	LOPEZ ES FOR
LARIMER	1550	POUDRE	5688	MCGRAW ES	MCGRAW ES FOR
LARIMER	1550	POUDRE	6078	MOORE ES	MOORE ES FOR
LARIMER	1550	POUDRE	6476	O'DEA ES	O'DEA ES FOR
LARIMER	1550	POUDRE	6482	OLANDER ES	OLANDER E FOR
LARIMER	1550	POUDRE	7218	PUTNAM ES	PUTNAM ES FOR
LARIMER	1550	POUDRE	7290	RED FEATHER LAKES ES	RED FEATH RED
LARIMER	1550	POUDRE	7350	RIFFENBURGH ES	RIFFENBUR FOR
LARIMER	1550	POUDRE	7834	SHEPARDSON ES	SHEPARDSO FOR

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
LARIMER	1550	POUDRE	8318	STOVE PRAIRIE ES	STOVE PRA BEL
LARIMER	1550	POUDRE	8460	TAVELLI ES	TAVELLI E FOR
LARIMER	1550	POUDRE	8852	TIMNATH ES	TIMNATH E TIM
LARIMER	1550	POUDRE	9380	WERNER ES	WERNER ES FOR
LARIMER	1560	THOMPSON	0865	B F KITCHEN ES	B F KITCH LOV
LARIMER	1560	THOMPSON	0808	BERTHOUD ES	BERTHOUD BER
LARIMER	1560	THOMPSON	0870	BIG THOMPSON ES	BIG THOMP LOV
LARIMER	1560	THOMPSON	1323	CARRIE MARTIN ES	CARRIE MA LOV
LARIMER	1560	THOMPSON	1385	CENTENNIAL ES	CENTENNIA LOV
LARIMER	1560	THOMPSON	1920	COTTONWOOD PLAINS ES	COTTONWOO FT
LARIMER	1560	THOMPSON	3320	GARFIELD ES	GARFIELD LOV
LARIMER	1560	THOMPSON	4332	IVY STOCKWELL ES	IVY STOCK BER
LARIMER	1560	THOMPSON	5018	LAURENE EDMONDSON ES	LAURENE E LOV
LARIMER	1560	THOMPSON	5170	LINCOLN ES	LINCOLN E LOV
LARIMER	1560	THOMPSON	0890	MARY BLAIR ES	MARY BLAI LOV
LARIMER	1560	THOMPSON	5992	MONROE ES	MONROE ES LOV
LARIMER	1560	THOMPSON	6194	NAMAQUA ES	NAMAQUA E LOV
LARIMER	1560	THOMPSON	7640	SARAH MILNER ES	SARAH MIL LOV
LARIMER	1560	THOMPSON	7650	STANSBERRY ES	STANSBERR LOV
LARIMER	1560	THOMPSON	8918	TRUSCOTT ES	TRUSCOTT LOV
LARIMER	1560	THOMPSON	9055	VAN BUREN ES	VAN BUREN LOV
LARIMER	1560	THOMPSON	9674	WINONA ES	WINONA ES LOV
LARIMER	1570	PARK ESTES P	2790	ESTES PARK ES	ESTES PAR EST
LAS ANIMAS	1580	TRINIDAD	6766	PARK ES	PARK ES TRI
LAS ANIMAS	1590	PRIMERO	7160	PRIMERO ES	PRIMERO E WES
LAS ANIMAS	1600	HOEHNE REORGA	4044	HOEHNE ES	HOEHNE ES HOE
LAS ANIMAS	1620	AGUILAR REORG	0058	AGUILAR ES	AGUILAR E AGU
LAS ANIMAS	1750	BRANSON REORG	0974	BRANSON ES	BRANSON E BRA
LAS ANIMAS	1760	KIM REORGANIZ	4690	KIM ES	KIM ES KIM
LINCOLN	1780	GENOA-HUGO	4158	GENOA-HUGO ES	GENOA-HUG HUG
LINCOLN	1790	LIMON	5132	LIMON ES	LIMON ES LIM
LINCOLN	1810	KARVAL	4502	KARVAL ES	KARVAL ES KAR
LOGAN	1828	VALLEY	0488	AYRES ES	AYRES ES STE
LOGAN	1828	VALLEY	1220	CALICHE ES	CALICHE E ILI
LOGAN	1828	VALLEY	1243	CAMPBELL ES	CAMPBELL STE
LOGAN	1828	VALLEY	3729	HAGEN ES	HAGEN ES STE
LOGAN	1828	VALLEY	6690	STEVENS ES	STEVENS E STE
LOGAN	1850	FRENCHMAN	2980	FLEMING ES	FLEMING E FLE
LOGAN	1860	BUFFALO	5802	MERINO ES	MERINO ES MER
LOGAN	1870	PLATEAU	6834	PEETZ ES	PEETZ ES PEE
MESA	1980	DE BEQUE	2122	DE BEQUE ES	DE BEQUE DE
MESA	1990	PLATEAU VALLE	7024	PLATEAU VALLEY ES	PLATEAU V COL
MESA	2000	MESA COUNTY V	0262	APPLETON ES	APPLETON GRA
MESA	2000	MESA COUNTY V	1046	BROADWAY ES	BROADWAY GRA
MESA	2000	MESA COUNTY V	1520	CHATFIELD ES	CHATFIELD GRA
MESA	2000	MESA COUNTY V	1686	CLIFTON ES	CLIFTON E CLI
MESA	2000	MESA COUNTY V	1848	COLUMBINE ES	COLUMBINE GRA
MESA	2000	MESA COUNTY V	1868	COLUMBUS ES	COLUMBUS GRA
MESA	2000	MESA COUNTY V	3262	FRUITVALE ES	FRUITVALE GRA
MESA	2000	MESA COUNTY V	3350	GATEWAY SCHOOL	GATEWAY S GAT
MESA	2000	MESA COUNTY V	5210	LINCOLN O M ES	LINCOLN O GRA
MESA	2000	MESA COUNTY V	5214	LINCOLN PARK ES	LINCOLN P GRA
MESA	2000	MESA COUNTY V	5244	LOMA ES	LOMA ES LOM
MESA	2000	MESA COUNTY V	5842	MESA VIEW ES	MESA VIEW GRA

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
MESA	2000	MESA COUNTY V	6264	NISLEY ES	NISLEY ES GRA
MESA	2000	MESA COUNTY V	6554	ORCHARD AVENUE ES	ORCHARD A GRA
MESA	2000	MESA COUNTY V	7110	POMONA ES	POMONA ES GRA
MESA	2000	MESA COUNTY V	9434	SCENIC ES	SCENIC ES GRA
MESA	2000	MESA COUNTY V	7832	SHELLEDY ES	SHELLEDY FRU
MESA	2000	MESA COUNTY V	8462	TAYLOR ES	TAYLOR ES PAL
MESA	2000	MESA COUNTY V	8846	THUNDER MOUNTAIN ES	THUNDER M GRA
MESA	2000	MESA COUNTY V	8876	TOPE ES	TOPE ES GRA
MESA	2000	MESA COUNTY V	9673	WINGATE ES	WINGATE E GRA
MINERAL	2010	CREEDE CONSOL	1962	LAMB ES	LAMB ES CRE
MOFFAT	2020	MOFFAT COUNTY	2200	DINOSAUR ES	DINOSAUR DIN
MOFFAT	2020	MOFFAT COUNTY	2374	EAST ES	EAST ES CRA
MOFFAT	2020	MOFFAT COUNTY	5656	MAYBELL ES	MAYBELL E MAY
MOFFAT	2020	MOFFAT COUNTY	7338	RIDGEVIEW ES	RIDGEVIEW CRA
MOFFAT	2020	MOFFAT COUNTY	8398	SUNSET ES	SUNSET ES CRA
MONTEZUMA	2035	MONTEZUMA-COR	0609	BATTLE ROCK CHARTER SCHOOL	BATTLE RO COR
MONTEZUMA	2035	MONTEZUMA-COR	2278	DOWNEY ES	DOWNEY ES COR
MONTEZUMA	2035	MONTEZUMA-COR	4546	KEMPER ES	KEMPER ES COR
MONTEZUMA	2035	MONTEZUMA-COR	5090	LEWIS-ARRIOLA ES	LEWIS-ARR COR
MONTEZUMA	2035	MONTEZUMA-COR	5436	MANAUGH ES	MANAUGH E COR
MONTEZUMA	2035	MONTEZUMA-COR	5836	MESA ES	MESA ES COR
MONTEZUMA	2035	MONTEZUMA-COR	7082	PLEASANT VIEW ES	PLEASANT COR
MONTEZUMA	2055	DOLORES	2204	DOLORES ES	DOLORES E DOL
MONTEZUMA	2070	MANCOS	5446	MANCOS ES	MANCOS ES MAN
MONTROSE	2180	MONTROSE COUN	1915	COTTONWOOD ES	COTTONWOO MON
MONTROSE	2180	MONTROSE COUN	4458	JOHNSON ES	JOHNSON E MON
MONTROSE	2180	MONTROSE COUN	6366	NORTH SIDE ES	NORTH SID MON
MONTROSE	2180	MONTROSE COUN	6466	OAK GROVE ES	OAK GROVE MON
MONTROSE	2180	MONTROSE COUN	6486	OLATHE ES	OLATHE ES OLA
MONTROSE	2180	MONTROSE COUN	7106	POMONA ES	POMONA ES MON
MONTROSE	2190	WEST END	6196	NUCLA ES	NUCLA ES NUC
MONTROSE	2190	WEST END	6718	PARADOX ES	PARADOX E PAR
MORGAN	2395	BRUSH	1438	CENTRAL ES	CENTRAL E BRU
MORGAN	2405	FORT MORGAN	1850	COLUMBINE ES	COLUMBINE FOR
MORGAN	2405	FORT MORGAN	3620	GREEN ACRES ES	GREEN ACR FOR
MORGAN	2405	FORT MORGAN	6954	PIONEER ES	PIONEER E FOR
MORGAN	2505	WELDON VALLEY	9352	WELDON VALLEY ES	WELDON VA WEL
MORGAN	2515	WIGGINS	9576	WIGGINS ES	WIGGINS E WIG
OTERO	2520	EAST OTERO	1824	COLUMBIAN ES	COLUMBIAN LA
OTERO	2520	EAST OTERO	2378	EAST ES	EAST ES LA
OTERO	2520	EAST OTERO	9392	WEST ES	WEST ES LA
OTERO	2530	ROCKY FORD	5114	LIBERTY ES	LIBERTY E ROC
OTERO	2535	MANZANOLA	5498	MANZANOLA ES	MANZANOLA MAN
OTERO	2540	FOWLER	9394	WEST ES	WEST ES FOW
OTERO	2560	CHERAW	1538	CHERAW ES	CHERAW ES CHE
OTERO	2570	SWINK	8452	SWINK ES	SWINK ES SWI
OURAY	2580	OURAY	6596	OURAY ES	OURAY ES OUR
OURAY	2590	RIDGWAY	7342	RIDGWAY ES	RIDGWAY E RID
PARK	2600	PLATTE CANYON	7042	DEER CREEK ES	DEER CREE BAI
PARK	2610	PARK COUNTY	8114	EDITH TETER ES	EDITH TET FAI
PARK	2610	PARK COUNTY	4908	LAKE GEORGE/GUFFEY CHARTER S	LAKE GEOR LAK
PHILLIPS	2620	HOLYOKE	4076	HOLYOKE ES	HOLYOKE E HOL
PHILLIPS	2630	HAXTUN	3846	HAXTUN ES	HAXTUN ES HAX

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
PITKIN	2640	ASPEN	0428	ASPEN ES	ASPEN ES ASP
PROWERS	2650	GRANADA	3542	GRANADA ES	GRANADA E GRA
PROWERS	2660	LAMAR	0200	ALTA VISTA ES	ALTA VIST LAM
PROWERS	2660	LAMAR	5190	LINCOLN ES	LINCOLN E LAM
PROWERS	2660	LAMAR	6794	PARKVIEW ES	PARKVIEW LAM
PROWERS	2660	LAMAR	9268	WASHINGTON ES	WASHINGTO LAM
PROWERS	2670	HOLLY	7794	SHANNER ES	SHANNER E HOL
PROWERS	2680	WILEY	9604	WILEY ES	WILEY ES WIL
PUEBLO	2690	PUEBLO CITY	0738	BELMONT ES	BELMONT E PUE
PUEBLO	2690	PUEBLO CITY	0756	BENJAMIN FRANKLIN ES	BENJAMIN PUE
PUEBLO	2690	PUEBLO CITY	0822	BESSEMER ES	BESSEMER PUE
PUEBLO	2690	PUEBLO CITY	0860	BEULAH HEIGHTS ES	BEULAH HE PUE
PUEBLO	2690	PUEBLO CITY	0954	BRADFORD ES	BRADFORD PUE
PUEBLO	2690	PUEBLO CITY	1304	CARLILE ES	CARLILE E PUE
PUEBLO	2690	PUEBLO CITY	1828	COLUMBIAN ES	COLUMBIAN PUE
PUEBLO	2690	PUEBLO CITY	2438	EVA R BACA ES	EVA R BAC PUE
PUEBLO	2690	PUEBLO CITY	3098	FOUNTAIN ES	FOUNTAIN PUE
PUEBLO	2690	PUEBLO CITY	1504	GOODNIGHT ES	GOODNIGHT PUE
PUEBLO	2690	PUEBLO CITY	3724	HAAFF ES	HAAFF ES PUE
PUEBLO	2690	PUEBLO CITY	3924	HERITAGE ES	HERITAGE PUE
PUEBLO	2690	PUEBLO CITY	3976	HIGHLAND PARK ES	HIGHLAND PUE
PUEBLO	2690	PUEBLO CITY	4302	IRVING ES	IRVING ES PUE
PUEBLO	2690	PUEBLO CITY	5916	MINNEQUA ES	MINNEQUA PUE
PUEBLO	2690	PUEBLO CITY	6132	MORTON ES	MORTON ES PUE
PUEBLO	2690	PUEBLO CITY	6504	OLGA A HELLBECK ES	OLGA A HE PUE
PUEBLO	2690	PUEBLO CITY	6770	PARK VIEW ES	PARK VIEW PUE
PUEBLO	2690	PUEBLO CITY	7209	PUEBLO CHARTER-ARTS & SCIENC	PUEBLO CH PUE
PUEBLO	2690	PUEBLO CITY	8030	SOMERLID ES	SOMERLID PUE
PUEBLO	2690	PUEBLO CITY	8116	SOUTH PARK ES	SOUTH PAR PUE
PUEBLO	2690	PUEBLO CITY	8402	SUNSET PARK ES	SUNSET PA PUE
PUEBLO	2700	PUEBLO COUNTY	0472	AVONDALE ES	AVONDALE AVO
PUEBLO	2700	PUEBLO COUNTY	0852	BEULAH ES	BEULAH ES BEU
PUEBLO	2700	PUEBLO COUNTY	6354	NORTH MESA ES	NORTH MES PUE
PUEBLO	2700	PUEBLO COUNTY	7210	PUEBLO WEST ES	PUEBLO WE PUE
PUEBLO	2700	PUEBLO COUNTY	7530	RYE ES	RYE ES RYE
PUEBLO	2700	PUEBLO COUNTY	8110	SOUTH MESA ES	SOUTH MES PUE
PUEBLO	2700	PUEBLO COUNTY	9130	VINELAND ES	VINELAND PUE
RIO BLANCO	2710	MEEKER	5750	MEEKER ES	MEEKER ES MEE
RIO BLANCO	2720	RANGELY	7268	PARKVIEW ES	PARKVIEW RAN
RIO GRANDE	2730	DEL NORTE	8960	UNDERWOOD ES	UNDERWOOD DEL
RIO GRANDE	2740	MONTE VISTA	6036	BILL METZ ES	BILL METZ MON
RIO GRANDE	2750	SARGENT	7660	SARGENT ES	SARGENT E MON
ROUTT	2760	HAYDEN	2522	HAYDEN VALLEY ES	HAYDEN VA HAY
ROUTT	2770	STEAMBOAT SPR	8208	SODA CREEK ES	SODA CREE STE
ROUTT	2770	STEAMBOAT SPR	8358	STRAWBERRY PARK ES	STRAWBERR STE
ROUTT	2780	SOUTH ROUTT	8120	SOUTH ROUTT ES	SOUTH ROU YAM
SAGUACHE	2790	MOUNTAIN VALL	6142	MOUNTAIN VALLEY ES	MOUNTAIN SAG
SAGUACHE	2800	MOFFAT	2018	CRESTONE CHARTER SCH	CRESTONE CRE
SAGUACHE	2800	MOFFAT	5954	MOFFAT ES	MOFFAT ES MOF
SAGUACHE	2810	CENTER	1412	HASKIN ES	HASKIN ES CEN
SAN JUAN	2820	SILVERTON	7900	SILVERTON ES	SILVERTON SIL
SAN MIGUEL	2830	TELLURIDE	8786	TELLURIDE ES	TELLURIDE TEL
SAN MIGUEL	2840	NORWOOD	6418	NORWOOD ES	NORWOOD E NOR

School List (Continued)

County Name	District No.	District Name	School No.	School Name	GIS Abbreviated Name
SEDGWICK	2862	JULESBURG	4488	JULESBURG ES	JULESBURG JUL
SEDGWICK	2865	PLATTE VALLEY	7050	PLATTE VALLEY ES	PLATTE VA SED
SUMMIT	3000	SUMMIT	8372	BRECKENRIDGE ES	BRECKENRI BRE
SUMMIT	3000	SUMMIT	8370	DILLON VALLEY ES	DILLON VA DIL
SUMMIT	3000	SUMMIT	8374	FRISCO ES	FRISCO ES FRI
SUMMIT	3000	SUMMIT	8376	SILVERTHORNE ES	SILVERTHO SIL
SUMMIT	3000	SUMMIT	8385	SUMMIT COVE ES	SUMMIT CO DIL
TELLER	3010	CRIPPLE CREEK	9080	CRESSON ES	CRESSON E CRI
TELLER	3020	WOODLAND PARK	9698	COLUMBINE ES	COLUMBINE WOO
TELLER	3020	WOODLAND PARK	9692	GATEWAY ES	GATEWAY E WOO
TELLER	3020	WOODLAND PARK	8379	SUMMIT ES	SUMMIT ES DIV
WASHINGTON	3030	AKRON	0086	AKRON ES	AKRON ES AKR
WASHINGTON	3040	ARICKAREE	0304	ARICKAREE ES	ARICKAREE ANT
WASHINGTON	3050	OTIS	6582	OTIS ES	OTIS ES OTI
WASHINGTON	3060	LONE STAR	5254	LONE STAR ES	LONE STAR OTI
WASHINGTON	3070	WOODLIN	9700	WOODLIN ES	WOODLIN E WOO
WELD	3080	GILCREST	3398	GILCREST ES	GILCREST GIL
WELD	3080	GILCREST	4852	PETE MIRICH ES	PETE MIRI LA
WELD	3080	GILCREST	7056	PLATTEVILLE ES	PLATTEVIL PLA
WELD	3085	EATON	3286	GALETON ES	GALETON E GAL
WELD	3090	KEENESBURG	4148	HUDSON ES	HUDSON ES HUD
WELD	3090	KEENESBURG	4526	KEENESBURG ES	KEENESBUR KEE
WELD	3090	KEENESBURG	7194	PROSPECT VALLEY ES	PROSPECT KEE
WELD	3100	WINDSOR	6750	MOUNTAIN VIEW ES	MOUNTAIN WIN
WELD	3100	WINDSOR	7958	SKYVIEW ES	SKYVIEW E WIN
WELD	3110	JOHNSTOWN-MIL	5078	LETFORD ES	LETFORD E JOH
WELD	3120	GREELEY	6774	BILLIE MARTINEZ ES	BILLIE MA GRE
WELD	3120	GREELEY	1228	CAMERON ES	CAMERON E GRE
WELD	3120	GREELEY	1384	CENTENNIAL ES	CENTENNIA EVA
WELD	3120	GREELEY	5660	CHRISTA MCAULIFFE ES	CHRISTA M GRE
WELD	3120	GREELEY	2222	DOS RIOS ES	DOS RIOS EVA
WELD	3120	GREELEY	2414	EAST MEMORIAL ES	EAST MEMO GRE
WELD	3120	GREELEY	8150	HEARING IMPAIRED LAB SCH	HEARING I GRE
WELD	3120	GREELEY	4356	JACKSON ES	JACKSON E GRE
WELD	3120	GREELEY	5199	JEFFERSON ES	JEFFERSON GRE
WELD	3120	GREELEY	5412	MADISON ES	MADISON E GRE
WELD	3120	GREELEY	5752	MEEKER ES	MEEKER ES GRE
WELD	3120	GREELEY	5985	MONFORT ES	MONFORT E GRE
WELD	3120	GREELEY	7700	SCOTT ES	SCOTT ES GRE
WELD	3120	GREELEY	7814	SHAWSHEEN ES	SHAWSHEEN GRE
WELD	3130	PLATTE VALLEY	7052	PLATTE VALLEY ES	PLATTE VA KER
WELD	3140	WELD COUNTY	5050	LEO WM BUTLER ES	LEO WM BU FOR
WELD	3145	AULT-HIGHLAND	3958	HIGHLAND ES	HIGHLAND PIE
WELD	3146	BRIGGSDALE	1008	BRIGGSDALE ES	BRIGGSDAL BRI
WELD	3147	PRAIRIE	7154	PRAIRIE ES	PRAIRIE E NEW
WELD	3148	PAWNEE	3672	PAWNEE ES	PAWNEE ES GRO
YUMA	3420	WEST YUMA COU	5118	LIBERTY ES	LIBERTY E JOE
YUMA	3420	WEST YUMA COU	9790	YUMA MS	YUMA MS YUM
YUMA	3430	EAST YUMA COU	4226	IDALIA ES	IDALIA ES IDA
YUMA	3430	EAST YUMA COU	9724	WRAY ES	WRAY ES WRA